



Revised Quality Enhancement Plan

Student Engagement Through Active Learning Strategies

University of Houston-Downtown



Submitted: August 2006

Message from the President

Members of the SACS Steering Committee have been working throughout the summer to produce this new version of the University's Quality Enhancement Plan (QEP), *Student Engagement through Active Learning Strategies*. This new version of the QEP replaces the one submitted to SACS this past January, and describes the initiatives we have committed to undertake over the next five years.

In reviewing the original version of our QEP, the members of the SACS visiting committee reported that the plan reflected "a university community with a shared vision and a great deal of enthusiasm in accomplishing the institution's mission." Their major concern was with the scope of the original plan – that we were trying to do too much and that we would not be able to accomplish all that we had set out to do. While many of us were disappointed at being told to scale back on our plans, if we must receive criticism, criticism for trying to do too much is not the worst kind to receive. I hope that we will always be guilty of being overly ambitious in our desire to serve our students.

In addition to receiving a recommendation that we scale back on the scope of our plan and give it sharper focus, we were asked to provide more information on how the plan would be supported, how its goals would be evaluated and how broad-based participation in its implementation would be assured. While we will not know until December if SACS will require any additional information, I believe we have now made the kinds of changes in the QEP that the Committee asked us to make, and that the revamped plan will have a significant impact in promoting student success in the years ahead.

One recommendation we received that I want to give special emphasis to is that we be especially vigilant in ensuring that all components of the University be included in the plan's continued development and implementation. The QEP's basic goal is to help students succeed – and this should also be the individual goal of every faculty member, staff member and administrator at the university. And to make our QEP a truly inclusive effort, we must always remember to listen carefully to what our students are telling us as well. We sometimes forget that the best insights regarding what students need come from students themselves.

I encourage you to review the following pages carefully. They not only lay out a plan for the future but remind us of what we are all about as an institution. Even our accreditors recognized what a special place we are. In its concluding comments, the Visiting Committee report described UHD as "unique in its mission and student population" and stated that "in so many ways, every one of the committee has been impressed with the dedication and commitment to the students who are served."

Max Castillo, President
University of Houston-Downtown
August, 2006

Revised QEP Table of Contents

INTRODUCTION	7
INITIATIVES	9
Overview	9
Table I: Summary of QEP Initiatives and Initial Costs	10
Table II: QEP Learning Outcomes	14
Enhanced Transition Programs Narrative	15
Table III: Enhanced Transition Programs Timeline and Related Administrative Tasks	16
Active Learning Interventions Narrative	20
Table IV: Active Learning Interventions Timeline and Related Administrative Tasks	22
Expanded Supplemental Instruction (SI) Program Narrative	26
Table V: Expanded SI Program Timeline and Related Administrative Tasks	27
ASSESSMENT	29
Assessment Narrative	29
Table VI: Assessment Methods for QEP Learning Outcomes	35
ADMINISTRATION	39
Administrative Narrative	39
Figure I: QEP Organization Chart	40
Figure II: QEP Director Position Description	41
Figure III: QEP Council	42
Figure IV: Lead Teacher for Bottleneck Course Position Description	43
Figure V: SI Coordinator Position Description	44
Budget Narrative	44
Table VII: Yearly Budget	47
APPENDIX 1: BASELINE DATA	49
a) Table VIII: State TSI Report	50
b) Table IX: NSSE Baseline Data	56
c) Table X: Course Grade Outcomes Baseline Data for Bottleneck Courses, Fall 2004 and Fall 2005	60
d) Table XI: Course Grade Outcomes Baseline Data for Subsequent Courses, Fall 2002 through Fall 2005	62
e) Table XII: Learning Outcomes Baseline Data for Initial Bottleneck Courses, Spring 2006	63
APPENDIX 2: SAMPLE ASSESSMENT INSTRUMENTS	65
a) Sample Section Surveys of Learning Outcomes for Bottleneck Courses	66
b) Sample Bottleneck Course Student Evaluation Questionnaire	72
c) Sample Student Assessment of SI Questionnaire	74
d) Sample Faculty Feedback on SI Questionnaire	76
e) Sample SI Leader Assessment of SI Questionnaire	78
f) Sample of Pre/Post-Tests over UHD Policies and Procedures	81
g) Sample of Student Questionnaire	82
APPENDIX 3: SUMMARY OF FACULTY SURVEY RESULTS	83

INTRODUCTION

Under the new SACS accreditation procedures, institutions prepare a Quality Enhancement Plan for the engagement of the institution in an effort to improve the quality of its efforts, with a particular focus on the improvement of student learning. According to *The Principles of Accreditation*, "The Commission on Colleges expects institutions to dedicate themselves to enhancing the quality of their programs and services within the context of their missions, resources, and capacities, and creating an environment in which teaching, research, and learning occurs" (2001, p. 3). SACS guidelines state that:

- An institution's QEP should be consistent with its strategic planning processes and based on an analysis of the effectiveness of the learning environment for supporting student achievement and accomplishing the mission of the university.
- The QEP must include a description of specific goals related to student learning and strategies for evaluating the success of planned initiatives.
- Development of a QEP should be regarded as a tool for institutional improvement and an opportunity to think creatively about ways to target student learning within the context of the institution's mission.
- The QEP should be feasible, given the institution's human, financial, physical, and practical resources.
- The QEP should reflect "best practices" as indicated in the research literature related to the theme selected.
- The QEP will be implemented over a 5 year period, with regular progress reports submitted to the Commission on Colleges.

In February 2005, President Castillo appointed a committee to develop the University's QEP. The University's plan, *Student Engagement Through Active Learning Strategies*, was completed in January, 2006, and sent to members of the SACS Visiting Committee who made a site visit to campus in early March of 2006.

During their visit, members of the Visiting Committee had a number of positive things to say about the University and its QEP – members found that faculty and staff were committed to promoting student success and that all of the proposed activities listed in the plan were of value and supported the University's urban mission – but found the University's QEP unacceptable as it was originally submitted.

The main concern expressed in both the comments committee members made during their visit and in their written report was that the plan was too ambitious and that it lacked a clear focus and support structure. The Committee's first recommendation on the QEP was to provide a more defined and cohesive statement of what was to be accomplished including a clear identification of the student learning outcomes to be achieved. The members of the SACS Steering Committee worked over the summer to pare the scope of the plan down and give it the type of cohesion and focus called for in the Visiting Committee's recommendation. One major section of the original

plan, the section on interdisciplinary /international engagement, has been dropped from the QEP completely, and the specificity of the remaining sections greatly increased.

A second QEP recommendation was that the University was allocating sufficient resources to implement the plan. While the original QEP document had presented a budget, the Visiting Committee was concerned that too little attention had been paid to the human resources that would be needed to carry out the plan. During the exit interview, the Committee was quite explicit in stating that the University needed to designate a single individual who would have both the authority and resources to oversee the implementation of the plan. This new edition of the plan provides for a Director of the QEP and contains an organization schematic showing all the positions and committees that will be responsible for the plan's implementation.

The third recommendation called on the University to demonstrate that it had an evaluation plan covering all areas of the QEP. The members of the Visiting Committee indicated that the only learning outcome assessments described in the original evaluation plan were those for the transition programs. The main focus of the University's revised evaluation plan is on the eleven key learning outcomes that the plan's initiatives are designed to affect. The evaluation plan in the revised QEP describes how each of these eleven learning objectives will be measured, provides baseline data showing current levels of student performance, and establishes target goals for each objective. The QEP's revised evaluation plan also establishes a process for monitoring the plan's implementation.

The final QEP recommendation was that the University provide "evidence of inclusion of all university constituencies in the development and implementation of the QEP." In addition to providing SACS with a more thorough listing of all those who had contributed to the development of the original QEP proposal and to the subsequent modifications in it, the SACS Steering Committee is beginning a process for soliciting input from the different components of the University community on an ongoing basis. There have been a number of updates and status reports sent out by email and given to various campus bodies since the time of the Committee's visit and these will continue as we move forward with the plan's implementation. The distribution of this revised version of the plan is part of the ongoing effort to keep all members of the University informed and involved in the University's QEP efforts.

This revised edition of the plan was developed to address the specific concerns and recommendations contained in the Visiting Committee's report. Several sections of the original document have not been included in this revised edition. These include the basic institutional profile information (pp. 7 – 12), the history of the QEP planning process (pp. 13 – 17), the discussion of best practices (pp. 18 – 22), the bibliography (pp. 48 – 50) and the various task force reports that were the basis of the original plan (pp. 50 – 75).

INITIATIVES

Overview

The general goal of UHD's QEP is to engage students more deeply in the learning process through active learning strategies, helping them gain the knowledge, skills, and behaviors needed to make the most of their college experience. The plan consists of a series of coordinated initiatives designed to intervene at vulnerable points in the student's academic career, in particular as the student transitions into and within the university or takes challenging core courses. Once fully implemented, the QEP is expected to accomplish the following major objectives:

- New students will more quickly gain an understanding of the importance of being an informed and active member of the University community. With a better understanding of University policies and procedures, students will move more efficiently from University College into the degree-granting college of their major.
- Students will become more engaged in the learning process through active learning strategies implemented in class, through participating in activities outside the classroom, and by interacting with peer tutors modeling successful behaviors in selected courses.
- Students will demonstrate improved mastery of the learning objectives established for courses that baseline data identify as significant barriers to student success at UHD. These are large enrollment, high attrition core courses whose learning outcomes are important for success in the broader undergraduate curriculum. An underlying assumption of the QEP is that improved performance in these courses will have a positive impact on the University's basic academic performance measures.

In order to meet the aforementioned major objectives, the QEP has selected a primary set of eleven learning outcomes to be the focus of the plan. Each initiative of the plan (and its corresponding components) is designed to influence and improve a particular subset of these learning outcomes. Table I: Summary of QEP Initiatives and Initial Costs provides a full listing and explanation of the three key initiatives of the QEP along with their corresponding components, activities, and expenses. The QEP will be assessed on an ongoing basis through a variety of direct and indirect instruments created to measure these outcomes. The list of learning outcomes targeted by the QEP can be found in Table II. Specific goals for improvements in various learning outcomes are discussed in the Assessment Narrative.

Table I: Summary of QEP Initiatives and Initial Costs

QEP Initiative	Components	Activities	Expenses	Initial Cost
Enhanced Transition Programs	<ul style="list-style-type: none"> Develop and implement a Freshman Summer Success Program 	<ul style="list-style-type: none"> Introduce students (150 in 2007) to academic coursework by having them participate in sample courses (math, composition, reading, and/or communications) Provide an introduction to UHD, including various support services Arrange opportunity for students to meet with advisors in preparing for first semester Explain the general education core curriculum Guide students in financial fitness, including completing financial aid paperwork Discuss the characteristics of successful students Involve upper-level students as "preceptors" interacting with the entering freshmen 	<ul style="list-style-type: none"> Additional salary for faculty (14 sections at \$400 each plus benefits) 	<ul style="list-style-type: none"> \$7,280
			<ul style="list-style-type: none"> Additional salary for tutors/SI leaders/ambassadors (8 for 6 hours for 5 days at \$10.00 per hour plus benefits) 	<ul style="list-style-type: none"> \$3,120
			<ul style="list-style-type: none"> Book certificates for participants 	<ul style="list-style-type: none"> \$11,000
			<ul style="list-style-type: none"> Materials, including 3-ring folders and academic planners 	<ul style="list-style-type: none"> \$2,800
			<ul style="list-style-type: none"> Lunch and light breakfast refreshments for 5 days 	<ul style="list-style-type: none"> \$8,800
			<ul style="list-style-type: none"> Printing, copying, and mailing costs 	<ul style="list-style-type: none"> \$1,000
			<ul style="list-style-type: none"> Materials 	<ul style="list-style-type: none"> \$1,000
	<ul style="list-style-type: none"> Link selected Welcome Week activities to academic curriculum 	<ul style="list-style-type: none"> Sponsor student-faculty interactions on academic matters outside classroom Reinforce student awareness of support services Offer workshops in such topics as study skills and time management, including options for off-site students 	<ul style="list-style-type: none"> Assessment materials 	<ul style="list-style-type: none"> \$2,000
<ul style="list-style-type: none"> Design and implement a re-orientation 	<ul style="list-style-type: none"> Renew attention to policies and procedures as well as available resources Foster student reflection on the first-semester experience Assess effectiveness of initial transitional activities 			

	<ul style="list-style-type: none"> Develop an interactive web site, engaging students in the life of the university 	<ul style="list-style-type: none"> Foster increased student use of technology for communication and collaboration, including WebCT Vista Provide strategies for a successful transition into the university Convey information in multiple ways of delivery such as simulation 	<ul style="list-style-type: none"> Simulation software and training 	<ul style="list-style-type: none"> \$5,000
Active Learning Interventions	<ul style="list-style-type: none"> Implement active learning strategies in each of three fundamental "bottleneck" courses (Eng 1302 – Freshman Composition II; Math 1301 – College Algebra; Hist 1305 – U.S. History I) 	<ul style="list-style-type: none"> Designate a "lead teacher" for each bottleneck course to guide and coordinate efforts and liaison with the QEP Council 	<ul style="list-style-type: none"> Additional salary for the three "lead teachers" (summer stipends) Development funds for the three bottleneck courses 	<ul style="list-style-type: none"> \$7,800 (\$2,000 plus benefits each) \$18,000 (\$6,000 for each bottleneck course)
		<p>Department program committees will pursue curriculum development activities such as:</p> <ul style="list-style-type: none"> Develop reusable curriculum materials that incorporate generic and discipline-specific active learning strategies to improve learning outcomes in bottleneck courses Redesign the curricula of bottleneck courses to better accommodate active learning strategies Adapt active learning strategies and courseware from off-campus to the distinctive circumstances of UHD <p>Department program committees will pursue faculty development activities such as:</p> <ul style="list-style-type: none"> Conduct brainstorming sessions or mini-retreats to develop ideas for curriculum innovation Conduct intradepartmental faculty development workshops to introduce a broad range of active learning strategies appropriate to their discipline or to tutor faculty in the use of new courseware and redesigned curricula 		

		<ul style="list-style-type: none"> • Provide funding for certain faculty to travel to pedagogical conferences and workshops that emphasize contemporary methodologies • Invite discipline-specific speakers or specialists to support curriculum development 		
	<ul style="list-style-type: none"> • Appoint an active learning faculty specialist 	Specialist will: <ul style="list-style-type: none"> • Develop expertise in contemporary active learning strategies and disseminate corresponding information and methods campus-wide • Liaison with and advise bottleneck course "lead teachers" on active learning strategies • Research the opportunities and requirements for publishing scholarship that might arise from QEP-sponsored activities 	<ul style="list-style-type: none"> • Fall, Spring, and Summer course releases 	<ul style="list-style-type: none"> • \$9,750
		<ul style="list-style-type: none"> • Develop an active learning/student engagement resource library in cooperation with library staff 	<ul style="list-style-type: none"> • Travel 	<ul style="list-style-type: none"> • \$2,000
			<ul style="list-style-type: none"> • Library materials 	<ul style="list-style-type: none"> • \$5,000
	<ul style="list-style-type: none"> • Provide faculty development to increase knowledge of active learning strategies campus-wide 	<ul style="list-style-type: none"> • Hold mid-year "formative" symposium for bottleneck course program committees and faculty to share ideas and results 	<ul style="list-style-type: none"> • Symposium expenses 	<ul style="list-style-type: none"> • \$500
		<ul style="list-style-type: none"> • Hold a "summative" year-end symposium to report to the university community the results of QEP activities in transition programs, active learning, and supplemental instruction in order to foster a Faculty Learning Community focused on active learning/student engagement 	<ul style="list-style-type: none"> • Symposium expenses 	<ul style="list-style-type: none"> • \$1,000
		<ul style="list-style-type: none"> • Use selected parts of the "formative" and "summative" symposia to create a faculty development workshop for New Faculty Orientation in order to emphasize the student success mission of UHD 	<ul style="list-style-type: none"> • Workshop expenses 	<ul style="list-style-type: none"> • \$500

		<ul style="list-style-type: none"> • Invite speakers or specialists in active learning, student engagement, or student affairs that may appeal to the broader university community 	<ul style="list-style-type: none"> • Travel and stipends 	<ul style="list-style-type: none"> • \$7,000
		<ul style="list-style-type: none"> • Acquire interactive technology to support new curricular materials and curriculum redesigns 	<ul style="list-style-type: none"> • Audience response systems 	<ul style="list-style-type: none"> • \$3,500
	<ul style="list-style-type: none"> • Establish a campus-wide curriculum development grant program for faculty developing active learning projects 	<p>QEP Council will:</p> <ul style="list-style-type: none"> • Solicit proposals for release time to develop active learning curriculum materials for various "threshold" courses from faculty campus-wide 	<ul style="list-style-type: none"> • Grant awards 	<ul style="list-style-type: none"> • \$10,000 (about four course releases)
Expanded Supplemental Instruction (SI) Program	<ul style="list-style-type: none"> • Implement SI in (a certain percentage) of bottleneck courses sections 	<ul style="list-style-type: none"> • Recruit and train SI leaders in bottleneck courses, who are screened by faculty for content competence • Hold SI sessions to share learning strategies with other students and model/integrate "how to learn" with "what to learn" in course content • Coordinate with SI leaders and assist in data collection and analysis of outcomes 	<ul style="list-style-type: none"> • Salaries for SI leaders 	<ul style="list-style-type: none"> • \$77,000 (about \$1,000 per leader per semester)
			<ul style="list-style-type: none"> • Salary for Coordinator of SI (.75 FTE) 	<ul style="list-style-type: none"> • \$33,000 (including benefits)
			<ul style="list-style-type: none"> • Additional salary for various faculty teaching SI sections (stipends for assessment and feedback) 	<ul style="list-style-type: none"> • \$3,900 (\$250 for 12 faculty plus benefits)
	<ul style="list-style-type: none"> • Provide SI in Learners' Community sections and in (a certain number) of developmental course sections 	<ul style="list-style-type: none"> • Recruit and train SI leaders • Hold SI sessions and otherwise model successful learning strategies • Coordinate with SI leaders and assist in data collection and analysis of outcomes 		

Table II: QEP Learning Outcomes

1. Students will demonstrate that they know and understand the University's basic academic policies and procedures (and demonstrate an ability to navigate successfully through basic registration procedures).
2. Students will demonstrate skill in managing those factors (unrealistic course loads, not following withdrawal procedures, ignoring prerequisites) that are most likely to get them into academic difficulty.
3. Students entering with a TSI obligation will satisfy that obligation within twelve months of their initial enrollment.
4. Students will demonstrate understanding of the purposes of the support services offered by the University and show that they are able to access them.
5. Students will apply the techniques of engaged learning in the classroom.
6. Students will practice effective study skills outside of class.
7. Students will demonstrate an ability to use technology, such as electronic communication and collaboration tools.
8. Students will demonstrate mastery of Eng 1302 basic learning objectives.
Students will write a research paper in which they:
 - a. Develop a unified, organized, coherent argument
 - b. Critically analyze and evaluate five to ten sources
 - c. Integrate ideas from sources through effective summary, paraphrase, and quotation
 - d. Document ideas in MLA style, accurately acknowledging sources and avoiding plagiarism
 - e. Use language appropriate for academic writing at the college level
9. Students will demonstrate mastery of Math 1301 basic learning objectives.
 - a. Model problems using elementary mathematical tools such as functions, relations, and equations
 - b. Manipulate and examine these models effectively
 - c. Reason appropriately from models to draw conclusions
 - d. Interpret results intelligently in the problem context
 - e. Use mathematics as a language to communicate ideas efficiently
10. Students will demonstrate mastery of Hist 1305 basic learning objectives.
Students will leave the course with a solid understanding of:
 - a. The motives for European colonization of the Americas
 - b. The social, political, and economic development of the colonial era
 - c. The origins, development, and politics of slavery
 - d. The social, political, and economic development of the antebellum era
 - e. Territorial expansion, diplomacy, and war
 - f. The civil war and reconstruction
11. SI leaders will strengthen their own academic skills in the subject area and boost their teaching and communication skills.

Enhanced Transition Programs Narrative

Broadening the opportunities we offer students to be introduced to the university culture, this initiative will extend the current one-day orientation program for new students into a series of activities throughout the first year, including options for freshmen and transfer students. The first of its four interrelated components is to develop and implement a Freshman Summer Success Program, a week-long event for at-risk FTIC students that will be held prior to the start of fall classes. One goal of this program is to introduce students to academic coursework by having them participate in sample courses such as math, composition, and reading. Other goals include having students understand the expectations of the university and become familiar with its resources and services. They will have opportunities to work with faculty, academic advisors, financial aid counselors, student ambassadors, and supplemental instruction leaders. The first day of this initiative includes parents and family members, recognizing their importance in students' achieving academic goals. Reinforcement activities will occur throughout the first year.

The second component of the transition initiative is to link selected Welcome Week activities to the curriculum by sponsoring student-faculty interactions on academic matters outside the classroom and offering workshops in topics such as study skills, time management, and learning style inventory. Some of these activities will be web-based to foster participation at the off-site locations. Establishing a Welcome Week Council with faculty, staff, and student representation reinforces the collaboration of student activities and academic affairs in front-loading resources that support student success.

Implementing a "re-orientation program" for returning and transfer students is the third component. Research reveals a concern by most universities that the initial orientation conveys more information than a student can assimilate effectively. By the time of a re-orientation, students are ready to reflect on their first semester and to consider the broader concepts of the university community. Such a program renews attention to policies and procedures as well as available resources and encourages reflection on earlier educational experiences. Re-orienting students will also provide an opportunity to assess the effectiveness of the initial transition activities.

The final component of this transition initiative is to increase student engagement in the life of the University by creating an interactive web site. Entering students are accessing and synthesizing information in new ways. Introducing a higher level of interactivity in the UHD web presence has the potential to increase the extent to which incoming students assume responsibility for their own learning. This site will be designed to 1) foster increased student use of technology for communication and collaboration, including WebCT Vista; 2) provide strategies for a successful transition into the university; and 3) convey information in multiple ways of delivery such as computer simulation.

The expected outcomes of this initiative are that students will 1) increase their understanding of and compliance with the University's academic policies and procedures; 2) better appreciate the rationale behind the structure of the University curriculum, including its general education requirements; and 3) demonstrate improved study skills and active engagement in the learning process.

Table III: Enhanced Transition Programs Timeline and Related Administrative Tasks

Year	Tasks	Responsible Person or Unit
2006-07 Year 1	Coordinate activities to ensure coherence among transitional programs, introducing new students to the culture of the university (Fall)	Dean University College (UC) & VP Std. Affairs/Enroll Mgt
	Plan the 2007 Freshman Summer Success Program (FSSP), considering student and faculty evaluation of the pilot (Fall and Spring) <ul style="list-style-type: none"> • Recruit faculty to teach sample courses • Select theme to apply to all curricular and co-curricular activities as well to the publicity materials 	Dean UC, Coordinator of Academic Services, & Assistant Director of Information and Orientation
	Hold follow-up activities for FSSP <ul style="list-style-type: none"> • Invite initial student cohort for a gathering prior to registration for the second semester and for one prior to registration for the third semester (Fall and Spring) • Invite parents for an evening gathering in the UHD coffee house to discuss student-support issues (Fall) 	Dean UC, Coordinator of Academic Services, & Assistant Director of Information and Orientation
	Redesign Academic Advising Center web site, providing guidance on transitioning into and through the university (Fall)	Director of Academic Advising & Webmaster for UC
	Establish a Welcome Week Council, including faculty members and representatives of the distant sites, to plan this event for future years, ensuring linkages between first-week class assignments and Welcome Week with options at all UHD sites (Fall)	VP Std. Affairs/Enroll Mgt & VP Academic Affairs
	Conduct self-reporting assessment: online survey on Welcome Week (Fall) and focus groups with FSSP cohort (Fall and Spring)	Dean UC & Assistant Director of Information and Orientation
	Administer Your First College Year (YFCY), a freshman survey instrument (Spring)	Assistant Dean UC
	Research WebCT Vista as a means of increasing options for student interactivity within an academic context (Spring)	Dean UC & Director of Distance Education
	Compile inventory of characteristics of successful students, using multiple delivery systems to convey this information as well as to identify university resources (Spring)	Coordinator of Academic Services, Director of Academic Advising, & Faculty
	Implement the FSSP, adapting the program based on results from student and faculty surveys as well as student focus groups	Dean UC, Coordinator of Academic Services, & Assistant Director of Information and Orientation
	Review and summarize assessment of transitional programs (Summer)	Assistant Dean UC
	Submit annual report to QEP Director and QEP Council (Summer)	Dean UC
2007-08 Year 2	Plan for the 2008 FSSP, using a thematic approach and expanding the activities to promote skill in use of technology for communication and collaboration (Fall & Spring)	Dean UC, Coordinator of Academic Services, & Assistant Director of Information and Orientation

	Hold follow-up activities for 2007 FSSP students and parents (Fall and Spring)	Dean UC, Coordinator of Academic Services, & Assistant Director of Information and Orientation
	Review samples of customized daily planners, consulting with students and suggesting elements for a UHD version to be provided FSSP participants (Fall)	Coordinator of Academic Services & Assistant Director of Information and Orientation
	Conduct focus groups preparatory to designing an interactive web site that engages students in the life of the university, simulating processes such as registration, advising, and managing a schedule (Fall)	Dean UC, Assistant Director of Information and Orientation & Director of Academic Advising
	Redesign Academic Support Center web site, incorporating increased interactivity (Fall)	Director of Academic Support Center & Webmaster for UC
	Increase linkages between academic elements and Welcome Week (Fall)	Assistant Director of Information and Orientation & Dean UC
	Conduct self-reporting assessment: online survey on Welcome Week (Fall) and focus groups with FSSP cohort (Fall and Spring)	Dean UC & Assistant Director of Information and Orientation
	Announce Welcome Week schedule prior to developing syllabi for the following semester, encouraging course assignments that reinforce the linkage of co-curricular and curricular activities (Fall and Spring)	Assistant Director of Activities and Events
	Research best practices in designing a re-orientation, considering strategies to reinforce adherence to academic policies and procedures as well as to encourage accessing support services (Spring)	Coordinator of Academic Services & Assistant Director of Information and Orientation
	Administer YFCY (Spring)	Assistant Dean UC
	Administer National Survey of Student Engagement (Spring)	Assistant Dean UC
	Develop a module teaching students to prepare their computers to work with WebCT Vista, piloting it in FSSP (Spring & Summer)	Director IT & Dean UC
	Implement the FSSP, piloting interactive initiatives using WebCT Vista (Summer)	Dean UC & Webmasters for UC & Std. Affairs/Enroll Mgt
	Review and summarize assessment of transitional programs (Summer)	Assistant Dean UC
	Submit annual report to QEP Director and QEP Council (Summer)	Dean UC
2008-09 Year 3	Plan for 2009 FSSP, considering assessment data and incorporating links with the metropolitan area (i.e. using Light Rail to visit one of the museums related to the FSSP theme and designated as an assignment) (Fall & Spring)	Assistant Director of Information and Orientation, & Coordinator of Academic Services
	Hold follow-up activities for 2007 FSSP students and parents (Fall and Spring)	Dean UC, Coordinator of Academic Services, & Assistant Director of Information and Orientation
	Establish team from Academic Affairs and Student Affairs/Enrollment Management to assist in design of interactive web site (Fall)	Dean UC, & VP Std. Affairs/Enroll Mgt

	Continue to craft for Welcome Week innovative activities that balance the co-curricular and curricular aspects of the university, establishing connections with the metropolitan area (Fall)	Assistant Director of Information and Orientation & Assistant Director of Activities and Events
	Conduct self-reporting assessment: online survey on Welcome Week (Fall) and focus groups with FSSP cohort (Fall and Spring)	Dean UC & Assistant Director of Information and Orientation
	Develop and implement a re-orientation, incorporating opportunities for assessing the first year experiences (Fall & Spring)	Assistant Director of Information and Orientation, Coordinator of Academic Services, & Director of Academic Advising
	Expand the use of WebCT Vista for interactive initiatives, fostering student communities (Fall)	Dean UC & Director of Academic Advising,
	Administer YFCY (Spring)	Assistant Dean UC
	Implement the FSSP, providing participants with a customized UHD academic planner, incorporating information on support services, university policies and procedures, and characteristics of successful students (Summer)	Coordinator of Academic Services & Assistant Director of Information and Orientation
	Review and summarize assessment of transitional programs (Summer)	Assistant Dean UC
	Submit annual report to QEP Director and QEP Council (Summer)	Dean UC
2009-10 Year 4	Plan for 2010 FSSP, considering assessment data and expanding the enrollment and the number of days as warranted (Fall & Spring)	Dean UC, Assistant Director of Information and Orientation, & Coordinator of Academic Services
	Hold follow-up activities for 2007 FSSP students and parents (Fall and Spring)	Dean UC, Coordinator of Academic Services, & Assistant Director of Information and Orientation
	Connect themes of FSSP, Welcome Week, and re-orientation as a means of enhancing the sense of continuity as students transition into and through the university (Fall)	Coordinator of Academic Services, Assistant Director of Information and Orientation & Assistant Director of Activities and Events
	Conduct self-reporting assessment: online survey on Welcome Week (Fall) and focus groups with FSSP cohort (Fall and Spring)	Dean UC & Assistant Director of Information and Orientation
	Create interactive web site, incorporating simulation, ready for usability testing in FSSP (Fall & Spring)	Design Team & Webmasters for UC College and Std. Affairs/Enroll Mgt
	Administer YFCY (Spring)	Assistant Dean UC
	Implement the FSSP, continuing to expand enrollment and enhancements offered	Dean UC, Assistant Director of Information and Orientation, & Coordinator of Academic Services
	Review and summarize assessment of transitional programs (Summer)	Assistant Dean UC
	Submit annual report to QEP Director and QEP Council (Summer)	Dean UC
2010-2011 Year 5	Expand plans for FSSP to include all students whose academic characteristics indicate the need for such reinforcement (Fall and Spring)	Assistant Director of Information and Orientation, & Coordinator of Academic Services
	Hold follow-up activities for 2007 FSSP students and parents (Fall and Spring)	Dean UC, Coordinator of Academic Services, & Assistant Director of Information and Orientation

	Continue to coordinate planning for FSSP, Welcome Week, and re-orientation, incorporating components that highlight UHD as part of a metropolitan and global community (Fall & Spring)	Coordinator of Academic Services, Assistant Director of Information and Orientation
	Conduct self-reporting assessment: online survey on Welcome Week (Fall) and focus groups with FSSP cohort (Fall and Spring)	Dean UC & Assistant Director of Information and Orientation
	Launch interactive web site for all students, continuing to work with design team on multimedia/simulations (Spring)	Webmasters of UC and Std. Affairs/Enroll Mgt
	Administer YFCY (Spring)	Assistant Dean UC
	Implement the FSSP, increasing the involvement of students in developing such elements as videos and interactive scenarios for future programs (Summer)	Dean UC, Assistant Director of Information and Orientation, & Coordinator of Academic Services
	Review and summarize assessment of transitional programs (Summer)	Assistant Dean UC
	Submit to QEP Director and QEP Council a report on the past 5 years of activities and assessment, analyzing the programs and recommending future directions (Summer)	Dean UC

Active Learning Interventions Narrative

The major purpose of the Active Learning Interventions initiative is to provide faculty, staff, and curriculum development funds (as well as peer tutoring resources) to a select number of "bottleneck" courses. These are large enrollment, high attrition courses that are recognized as significant barriers to student success at UHD. The objective is to increase the number, depth and quality of active learning strategies employed in these courses, with the ultimate goal of improving learning outcomes. Learning outcomes will be measured by observing student mastery of course learning objectives, as well as by observing traditional measures such as retention rates, course passing rates, and grade distributions. Department program committees that supervise these courses will have the major voice in determining how funds allocated to these courses are spent, which may include: faculty development travel; stipends for curriculum development; brainstorming sessions, mini-retreats, or workshops to explore curriculum innovation; classroom technology; or other projects at the committees' discretion. Moreover, the program committees will help shape the procedures used for assessing learning outcomes, in ways appropriate to the discipline and practical for the faculty. "Lead teachers" for each bottleneck course will be designated to guide and coordinate these efforts. Initially, two bottleneck courses have been selected: ENG 1302-Freshman Composition II and MATH 1301-College Algebra. In the second year, HIST 1305-U.S. History I will be added. These courses were chosen, in part, by examining passing rates for various large enrollment courses in several disciplines. It should be noted that these courses are frequently cited as bottleneck courses across the nation, not just at UHD. The combined enrollment in Math 1301, Eng 1302, and Hist 1305 in Fall 2005 was 2003 students, discounting students enrolled in more than one of these courses.

A secondary component of the Active Learning Interventions initiative is a more general Curriculum Development Grant Program which will solicit proposals for release time or stipends to develop or adapt reusable active learning curriculum materials for various courses from faculty campus wide. Thus, this program will function as a complement to the established Organized Research and Faculty Development Grant Programs. Such a program has often been suggested by UHD faculty, and release time for curriculum development was frequently cited as an attractive incentive by faculty who responded to the on-line survey soliciting input into the QEP's implementation. A summary of the results of this survey can be found in Appendix 3.

Linking these two components will be several events designed to increase knowledge and interest in student engagement and contemporary active learning strategies throughout the broader university community, including: invited speakers or specialists in active learning, student engagement, or student affairs; symposia to report the results of QEP-sponsored activities and to foster a Faculty Learning Community devoted to active learning/student engagement; and a workshop for New Faculty Orientation. Results of the on-line faculty survey mentioned above suggest that symposia and workshops in the early years of the plan should perhaps be devoted to invited speakers or specialists explaining the meaning, theory, and practice of active learning, or the use of audience response systems.

Helping to guide these events will be an Active Learning Faculty Specialist. This faculty member will be given release time and travel money to develop expertise in contemporary active learning strategies and disseminate the corresponding information campus wide. In particular, the specialist

will research the opportunities and requirements for publishing scholarship that might arise from QEP-sponsored activities. He or she will, moreover, aid in developing an active learning/student engagement resource library, in cooperation with library staff. Respondents to the on-line faculty survey also express interest in using the specialist as a convenient, accessible contact person for those seeking quick answers to frequently asked questions about active learning or student engagement strategies.

Table IV: Timeline for Active Learning Interventions and Related Administrative Tasks

*Task repeated in each subsequent year

Year	Tasks	Responsible Person or Unit
2006-07 Year 1	Designate a "lead teacher" for each bottleneck course to guide and coordinate efforts and liaison with the QEP Council (Fall)	QEP Director, Department Chairs, QEP Council
	Recruit active learning faculty specialist (Fall)	QEP Director and QEP Council
	Hire part-time secretary for QEP (Fall)	QEP Director
	Conduct brainstorming sessions and/or mini-retreats to develop ideas for curriculum innovation in initial bottleneck courses (these are Eng 1302 and Math 1301) (Fall)	Department Program Committees, Lead Teachers, Department Chairs, QEP Director
	Evaluate basic learning objectives for initial bottleneck courses and refine grading practices/learning outcome surveys/course evaluations to be used for collecting learning outcomes (Fall)	Department Program Committees, Lead Teachers, Department Chairs, QEP Director
	Collect additional baseline data as needed for bottleneck courses (Fall and/or Spring)	Department Program Committees, Lead Teachers, Department Chairs, QEP Director
	Create guidelines and solicit proposals for release time to develop active learning curriculum materials for various "threshold" courses from faculty or units campus-wide (Fall)	QEP Director and QEP Council
	Commence faculty development activities such as: funding certain faculty to travel to pedagogical conferences and workshops that emphasize contemporary methodologies in initial bottleneck courses; or, inviting discipline-specific speakers or specialists to support curriculum development efforts in initial bottleneck courses, at the committees' discretion with QEP Council approval (Fall and/or Spring)*	Department Program Committees, Lead Teachers, Department Chairs, QEP Director, QEP Council
	Provide electronic update to all UHD faculty regarding QEP activities (Fall and Spring)*	QEP Director
	Plan for "formative" and "summative" symposia discussed below; begin conducting periodic surveys of faculty, staff, and students to guide activities of the QEP (Fall)*	Lead Teachers, QEP Director, Active Learning Specialist, Dean UC, Coordinator of SI
	Hold joint mid-year "formative" symposium for initial bottleneck course program committees to share results of Fall activities and compare Spring curriculum development plans	Department Program Committees, Lead Teachers, Department Chairs, QEP Director, Active Learning Specialist, QEP Council
	Provide mid-year status report to the Provost and the Academic Affairs Council*	QEP Director
	Begin developing reusable curriculum materials that incorporate generic and discipline-specific active learning strategies to improve learning outcomes in initial bottleneck courses (Spring)	Department Program Committees, Lead Teachers, Department Chairs, QEP Director, QEP Council
	Begin adapting active learning strategies and courseware for initial bottleneck courses from off-campus to the distinctive circumstances of UHD (Spring)	Department Program Committees, Lead Teachers, Department Chairs, QEP Director, QEP Council
Award first round of curriculum development grants (Spring)	QEP Director, QEP Council, Department Chairs, Deans	

	Active learning faculty specialist begins developing expertise in contemporary active learning strategies (Spring)	Active Learning Specialist and QEP Director
	Hold first "summative" year-end symposium to report to the university community the results of QEP activities in transition programs, active learning, and supplemental instruction. First-year symposium includes invited keynote speakers or specialists in active learning, student engagement, or student affairs that may appeal to the broader university community. (Spring)	QEP Director, QEP Council, Active Learning Specialist, Lead Teachers, Dean UC, Coordinator of SI
	Collect from student records system and summarize course outcomes data (indirect data) for bottleneck courses for previous Fall (Spring)*	QEP Director and VP Student Affairs/Enrollment Mgt.
	Implement grading practices/learning outcome surveys/course evaluations used for collecting learning outcomes for initial bottleneck courses (Spring)	Department Program Committees, Lead Teachers, Department Chairs, QEP Director
	Use selected parts of the "summative" symposium to create an initial, limited faculty development workshop for New Faculty Orientation in order to emphasize the student success mission of UHD (Summer)	QEP Director, QEP Council, Active Learning Specialist, Lead Teachers, Dean UC, Coordinator of SI
	Review, reflect on, and assess yearly QEP activities from all areas (Summer)*	QEP Director and QEP Council
	Submit annual written status report to Provost and Academic Affairs Council (Summer)*	QEP Director
2007-08 Year 2	Begin executing the QEP model for faculty and curriculum development in Hist 1305 (Fall)	Department Program Committee, Lead Teacher, Department Chair, QEP Director
	Conduct brainstorming sessions and/or mini-retreats to assess and disseminate prior year's activities, as well as to continue developing ideas for curriculum innovation in bottleneck courses (including curricular redesign to better accommodate active learning strategies, if necessary) (Fall)	Department Program Committees, Lead Teachers, Department Chairs, QEP Director
	Solicit proposals for release time to develop active learning curriculum materials for various "threshold" courses from faculty or units campus-wide (Fall)*	QEP Director and QEP Council
	Design and begin implementing assessment procedures for curriculum development grants (Fall)	QEP Director
	Research further technology needed for assessment purposes; evaluate and update assessment procedures for bottleneck courses	QEP Director and Assoc. VP of Information Technology
	Active learning faculty specialist begins developing an active learning/student engagement resource library in cooperation with library staff (Fall)	Active Learning Specialist, Library Director, QEP Director
	Active learning faculty specialist begins liaising with and advising bottleneck course lead teachers on active learning strategies (Fall)	Active Learning Specialist and QEP Director
	Active learning faculty specialist continues developing expertise in contemporary active learning strategies*	Active Learning Specialist and QEP Director

	Summarize learning outcomes/course evaluation data (direct data) for bottleneck courses for previous Spring (Fall)*	QEP Director
	Conduct on-line survey available to all UHD faculty to collect feedback on faculty interests and attitudes towards QEP activities (Fall)*	QEP Director and QEP Council
	Begin acquiring audience response systems and other technology needed to support new curricular materials and curriculum redesigns	QEP Director and Assoc. VP of Information Technology
	Continue developing reusable curriculum materials to improve learning outcomes in bottleneck courses; faculty begin implementing requisite curricular redesigns in bottleneck courses	Department Program Committees, Lead Teachers, Department Chairs, QEP Director, QEP Council
	Continue adapting active learning strategies and courseware for bottleneck courses from off-campus*	Department Program Committees, Lead Teachers, Department Chairs, QEP Director, QEP Council
	Award next round of curriculum development grants and assess projects from the prior year that have been completed (Spring)*	QEP Director, QEP Council, Department Chairs, Deans
	Hold second "summative" year-end symposium to report to the university community the results of QEP activities. Second-year symposium focuses on presentations by faculty, staff, and students participating in QEP activities.	QEP Director, QEP Council, Active Learning Specialist, Lead Teachers, Dean UC, Coordinator of SI
	Invite speakers or specialists in active learning, student engagement, or student affairs that may appeal to the broader university community, as funds permit*	QEP Director, QEP Council, Active Learning Specialist
	Use selected parts of the "summative" symposium to expand the faculty development workshop for New Faculty Orientation (Summer)	QEP Director, QEP Council, Active Learning Specialist, Lead Teachers, Dean UC, Coordinator of SI
	Continue faculty surveys used for collecting learning outcomes for bottleneck courses (Spring)*	Department Program Committees, Lead Teachers, Department Chairs, QEP Director
2008-09 Year 3	Conduct brainstorming sessions and/or mini-retreats to assess and disseminate prior year's activities, as well as to select a "core" set of curriculum innovations or active learning strategies to adopt across all sections of bottleneck courses (Fall)	Department Program Committees, Lead Teachers, Department Chairs, QEP Director
	Continue implementing/practicing assessment procedures for curriculum development grants*	QEP Director
	Acquire further technology needed for assessment purposes; adjust assessment procedures for bottleneck courses based on prior year's evaluation	QEP Director and Assoc. VP of Information Technology
	Active learning faculty specialist continues developing an active learning/student engagement resource library in cooperation with library staff*	Active Learning Specialist, Library Director, QEP Director
	Active learning faculty specialist continues liaisoning with and advising bottleneck course lead teachers*	Active Learning Specialist and QEP Director
	Continue acquiring audience response systems or other technology needed to support new curricular materials and curriculum redesigns*	QEP Director and Assoc. VP of Information Technology

	Continue developing reusable curriculum materials to improve learning outcomes in bottleneck courses; faculty continue implementing requisite curricular redesigns in bottleneck courses*	Department Program Committees, Lead Teachers, Department Chairs, QEP Director, QEP Council
	Hold third "summative" year-end symposium to report to the university community the results of QEP activities. Third-year symposium focuses on fostering a Faculty Learning Community centered on active learning/student engagement.	QEP Director, QEP Council, Active Learning Specialist, Lead Teachers, Dean UC, Coordinator of SI
	Continue using selected parts of the "summative" symposium to conduct a faculty development workshop for New Faculty Orientation (Summer)*	QEP Director, QEP Council, Active Learning Specialist, Lead Teachers, Dean UC, Coordinator of SI
2009-10 Year 4	Continue conducting brainstorming sessions and/or mini-retreats to assess and disseminate prior year's activities in the bottleneck courses (Fall)*	Department Program Committees, Lead Teachers, Department Chairs, QEP Director
	Plan intradepartmental faculty development workshops to introduce "core" set of curriculum innovations or active learning strategies, or to tutor faculty in the use of new courseware and redesigned curricula for bottleneck courses (Fall)	Department Program Committees, Lead Teachers, Department Chairs, QEP Director
	Acquire further technology needed for assessment purposes*	QEP Director and Assoc. VP of Information Technology
	Active learning faculty specialist begins researching the opportunities and requirements for publishing scholarship arising from QEP-sponsored activities	Active Learning Specialist and QEP Director
	Hold fourth "summative" year-end symposium to report to the university community the results of QEP activities. Fourth-year symposium continues fostering a Faculty Learning Community centered on active learning/student engagement.	QEP Director, QEP Council, Active Learning Specialist, Lead Teachers, Dean UC, Coordinator of SI
	Conduct intradepartmental faculty development workshops for bottleneck courses (Spring)	Department Program Committees, Lead Teachers, Department Chairs, QEP Director
2010-11 Year 5	Continue conducting intradepartmental faculty development workshops for bottleneck courses (Fall)	Department Program Committees, Lead Teachers, Department Chairs, QEP Director
	Implement core set of curriculum innovations or active learning strategies across all sections of bottleneck courses (Fall)	Department Program Committees, Lead Teachers, Department Chairs, QEP Director
	Active learning faculty specialist continues researching the opportunities and requirements for publishing scholarship arising from QEP-sponsored activities	Active Learning Specialist and QEP Director
	Hold final "summative" year-end symposium to report to the university community the results of QEP activities. Final symposium focuses on exploring practical ways for Faculty Learning Community to publish scholarship arising from QEP-sponsored activities.	QEP Director, QEP Council, Active Learning Specialist, Lead Teachers, Dean UC, Coordinator of SI
	Summarize learning outcomes data for bottleneck courses for previous Spring (Summer)	QEP Director
	Review, reflect on, and assess QEP activities from all areas over the life of the plan (Summer)	QEP Director and QEP Council
	Submit five-year written report to Provost and Academic Affairs Council, analyzing the overall results of the QEP and recommending future directions (Summer)	QEP Director

Expanded Supplemental Instruction (SI) Program Narrative

The major purpose of the Expanded Supplemental Instruction (SI) Program is to embed the use of supplemental instruction in the bottleneck courses identified in the Active Learning Interventions initiative. One of several intervention strategies utilized and assessed as part of the UHD Learners' Community, SI has been shown to be one of the most successful. The UHD Learners' Community (LC) was established in Fall 2000, through the assistance of a U.S. Department of Education Title V grant, to aid entering students in their transition to the university experience. Designated by the U.S. Department of Education as an "Exemplary Educational Program," SI is one of the best known and documented intervention strategies. SI targets courses that are traditionally difficult and have high attrition. The traditional emphasis in SI is on historically difficult courses (those classes with a 30% rate of grades of "D", "F", and withdrawals) rather than on high-risk students. The program's goals are improvement of student course grades, reduction of attrition rates in historically difficult college courses, and student persistence toward graduation. The traditional SI model involves two additional hours of class or lab time held outside of the scheduled weekly meetings for a given course section. In these additional hours, students meet with a peer leader (i.e. peer tutor) who facilitates a discussion of the concepts introduced in the preceding class. The role of the SI student leader is to provide structure to the study session, not to re-lecture or introduce new material. The peer leader acts as a "model student" who demonstrates how successful students think critically about course content. Moreover, they may model other behaviors indicative of responsible college students. Most SI sections at UHD have been devoted to developmental courses or core math and English courses, but nearly all academic departments have participated in SI at one time or another. Retention rates and academic performance as measured by GPAs are now consistently higher for first-year students using SI services than for those first-year students not enrolled in SI.

As an added benefit, SI leaders appear to gain from the program. These peer leaders offer academic support for a course in which they have demonstrated high competence. The SI experience offers them an opportunity to cultivate further expertise in an academic subject they already find compelling, and to hone their own teaching skills. In addition, at UHD they typically maintain a 3.7 or higher GPA while working within the program, consistently indicate their intention to attend graduate school, and frequently indicate an intention to pursue a career in education.

Based on discussions with faculty from several disciplines who have participated in the SI program, it appears to be perceived as steadily growing in efficacy. This is probably because the Learners' Community program has gained much practical experience with conducting the SI program since its beginning, and because faculty have become increasingly skilled in utilizing SI and adapting it to UHD's distinctive academic culture. Therefore, one of the important aspects of the QEP is to encourage department program committees to continue to adapt and modify the traditional SI model to their courses in ways that make SI more affordable and effective for their disciplines.

Table V: Timeline for SI Program and Related Administrative Tasks

*Task repeated in each subsequent year

Year	Tasks	Responsible Person or Unit
2006-07 Year 1	Recruit and train SI leaders (Summer 2006)*	Coordinator of SI and QEP Director
	Provide SI leaders for selected sections of initial bottleneck courses taught by full-time faculty (the initial bottleneck courses are Eng 1302 and Math 1301)	Department Program Committees, Lead Teachers, Department Chairs, Coordinator of SI, QEP Director
	Continue to provide SI leaders for Learners' Community sections, as funds permit*	Coordinator of SI and QEP Director
	Conduct sessions with full-time faculty teaching initial bottleneck courses to inform them about the UHD SI model (Fall)*	Coordinator of SI, Lead Teachers, QEP Director
	Review and revise student and faculty surveys used for collecting data and feedback about SI (Fall)	Department Program Committees, Lead Teachers, Coordinator of SI, QEP Director, QEP Council
	Review and revise surveys used for collecting data and feedback from SI leaders (Fall)	Department Program Committees, QEP Director, QEP Council
	Collect baseline data for SI according to sample survey instruments (Fall)	Department Program Committees, Lead Teachers, Coordinator of SI, QEP Director
	Devote part of joint mid-year "formative" symposium to sharing and comparing SI results and strategies (Spring)*	Department Program Committees, Lead Teachers, Department Chairs, Coordinator of SI, QEP Director, QEP Council
	Conduct discussion sessions to consider adapting and modifying the UHD SI model in ways that make SI more affordable and effective at UHD (Spring)*	Department Program Committees, Lead Teachers, Coordinator of SI, QEP Director
	Implement revised student and faculty surveys used for collecting data and feedback about SI (Spring)	Department Program Committees, Lead Teachers, Coordinator of SI, QEP Director
	Implement revised surveys used for collecting data and feedback from SI leaders (Spring)	Coordinator of SI and QEP Director
	Provide guidance to Coordinator of SI regarding appropriate qualifications and training for SI leaders (Spring)*	Department Program Committees and Lead Teachers
	Review, reflect on, and assess yearly SI activities (Summer)*	Coordinator of SI, QEP Director, QEP Council
	Submit annual written status report to QEP Director (Summer)*	Coordinator of SI
2007-08 Year 2	Begin executing the UHD SI model in Hist 1305 (Fall)	Department Program Committee, Lead Teacher, Department Chair, Coordinator of SI, QEP Director
	Provide SI leaders for an expanded number of sections of bottleneck courses taught by full-time faculty	Department Program Committees, Lead Teachers, Department Chairs, Coordinator of SI, QEP Director
	Recommend changes to the UHD SI model based on the previous year's discussion (Fall)*	Department Program Committees, Lead Teachers, Coordinator of SI, QEP Director
	Summarize SI data and feedback from the previous year (Fall)*	Coordinator of SI and QEP Director

	Continue using revised student and faculty surveys for collecting data and feedback about SI*	Department Program Committees, Lead Teachers, Coordinator of SI, QEP Director
	Continue using revised surveys for collecting data and feedback from SI leaders*	Coordinator of SI and QEP Director
	Approve and implement recommended changes to the UHD SI model (Spring)*	Department Program Committees, Lead Teachers, Coordinator of SI, QEP Director, QEP Council
2008-09 Year 3	Provide SI leaders for an expanded number of sections of bottleneck courses, including sections taught by part-time faculty*	Department Program Committees, Lead Teachers, Department Chairs, Coordinator of SI, QEP Director
	Conduct sessions with part-time faculty teaching bottleneck courses to inform them about the UHD SI model (Fall)*	Coordinator of SI, Lead Teachers, QEP Director
	Evaluate and update assessment procedures for SI, as needed	Department Program Committees, Lead Teachers, Coordinator of SI, QEP Director, QEP Council
2009-10 Year 4	Implement updated assessment procedures for SI (Fall)	Department Program Committees, Lead Teachers, Coordinator of SI, QEP Director
2010-11 Year 5	Review, reflect on, and assess SI activities over the life of the plan (Summer)	Coordinator of SI, QEP Director, QEP Council
	Submit five-year written report to QEP Director, analyzing the overall results of the SI Program and recommending future directions (Summer)	Coordinator of SI

ASSESSMENT

Assessment Narrative

In the report of the SACS Visiting Committee, the members indicate that they found that the eight outcome goals of the original Transitional Programs Initiative “can be considered to be student learning outcome goals.” They also approved of using pre- and post-tests and student surveys as direct measures. These continue to be part of the enhanced assessment plan with additions such as a second instrument for external measurement.

Enhanced Transition Programs

External Measurements

As part of the assessment of the Transition Programs, two standardized instruments will be used:

- Your First College Year (YFCY)
- National Survey of Student Engagement (NSSE).

Beginning in spring 2007, the YFCY, a freshman survey, will be administered annually. In spring 2008, NSSE will be administered, documenting changes from the previous use of this instrument. At that time, the data identified one area of concern to be in the “Time Usage” category. The Transition Programs initiative responds, in part, to this issue. Thus, the NSSE will be a valuable tool in determining the extent to which students have increased their understanding and practice of such elements as time management, including preparing for their academic responsibilities. Both the NSSE and YFCY enable benchmarking of students within a nation-wide context. The goal is to meet or exceed the national average.

Internal Measurements

In addition to the two standardized instruments mentioned above, internal assessment strategies are planned. These include tracking student compliance with university policies and procedures, evaluating student academic records, creating and administering surveys, and conducting focus groups. In some instances, data reported annually in the unit plans will offer the opportunity for comparison/contrast of such aspects as usage of the Academic Support Center or the number of students fulfilling obligations to check in with their advisors on a regular basis. For a matrix of all QEP learning objectives and their assessment methods, see Table VI.

Required reports on the state-mandated Texas Success Initiative (TSI) provide baseline data for Learning Objective 3. Table VIII displays these data. For the coming years, the projection is that completion of the TSI obligation within one year will remain **consistently above 30%**. The current rate is 25.22% (204 students out of 809). An additional projection is that retention of first-time-in-college (FTIC), full-time, degree-seeking freshmen after one year will remain **consistently above 70%**. The baseline data for the previous 4 years indicate that the retention rate for the FTIC cohort described has ranged from 60.04% to 63.18%.

A schedule has been developed for assessing the acculturation of students as the new and expanded initiatives assist them in transitioning successfully into the university. This information is incorporated into the timeline found in Table III. For a matrix of all QEP learning objectives and their assessment methods, see Table VI. Below is an overview, organized by initiatives, of the major assessment methods supplementing the YFCY and NSSE.

Beginning with the 2006 pilot, assessment of the Freshman Summer Success Program is to be conducted annually. The assistant dean of University College has established a database of the initial student cohort, including information such as demographics, placement scores, (TSI) status, persistence, withdrawals, academic

standing (GPA), and number of courses completed. He will add students in each new cohort, tracking them throughout their UHD careers.

Additional assessment occurs within the first year of the cohort through self-reporting strategies. Pre- and post-tests on university policies and procedures are scheduled for the first and second semesters, linked to the follow-up activities. (See Appendix 2f for a sample of the pre- and post-tests.) Also planned for these two semesters are student focus groups. They will be conducted using the Student Engagement and Success (ISES) protocols.

The leaders of Welcome Week plan to distribute an online student survey immediately following Welcome Week in the fall and the spring of each year, beginning in 2006. In addition to evaluating the events held, the questions are geared to provide insights concerning activities to be incorporated in the future. One such question appeared originally on the QEP faculty survey. We will now be able to rank the importance of various options according to student as well as faculty audiences. Records will be kept on the number of students attending the study skills/time management workshops and other academic events. Also to be recorded is the number of professors linking one of their class assignments to a Welcome Week activity. The Welcome Week Council will monitor these data.

Re-orientation, projected to begin in 2008, will occur annually in the spring semester. It introduces an opportunity for assessment of the initial orientation experience, determining where conveyed information was or was not synthesized and retained. For instance, if students had difficulty planning their schedules for the second semester, revisions would be in order for the earlier orientation. A pre-test will be given at the beginning of the spring event, followed by a post-test at the conclusion of the program. A database of students attending the re-orientation will be established, enabling us to track their academic progress and to contact them for an online survey.

We anticipate having the interactive web site launched by 2010. The pre-orientation section will require students to complete information modules, including a quiz, before attending the orientation. After completing the quizzes successfully, the student can register then for the orientation or receive an access code for an online orientation option, if eligible. This approach seeks to ensure that a basic knowledge of processes has been acquired. Simulations using gaming strategies will be developed, allowing for increased interactivity and for assessment of the students' "college knowledge." Self-reporting strategies include focus groups and an online student survey.

Responsibility for assessment of transitional programs is shared mainly by the dean and assistant dean of University College. The assistant dean collects, mines, and analyzes data relevant to these initiatives. Moreover, he ensures appropriate administration of the YFCY and NSSE occurs. The dean collaborates with the assistant director of Information and Orientation on the pre- and post-tests as well as self-reporting strategies such as surveys and focus groups. Ultimately, the dean writes the annual assessment report for the transition programs, submitting it to the QEP Director and QEP Council.

Active Learning Interventions

A comprehensive variety of direct and indirect measures and instruments will be used to assess the learning outcomes most correlated with the Active Learning Interventions Initiative (outcomes 5 through 11, according to Table II: QEP Learning Outcomes). The first three of these outcomes (5 through 7) pertain to the level of student engagement in the learning process. The primary assessment of these three outcomes will therefore be the National Survey of Student Engagement (NSSE), to be administered in Spring 2008. Baseline data from the previous administration of NSSE at UHD are contained in Appendix 1b. Our target is to raise UHD student responses to national norms for peer institutions on those aspects of the survey pertaining to active learning.

NSSE, however, is administered to a sample of the general student body, which may obscure some of the progress in student engagement that the QEP is intended to foster. While certain components of the Active Learning Interventions Initiative are designed to have campus-wide impact, most resources are focused on specific courses, in particular the three bottleneck courses identified in the plan, or those courses that may be the subject of Curriculum Development Grants. Moreover, NSSE will be administered only once, relatively early, during the life of the QEP. Hence, we will also create a questionnaire to be administered as a supplement to the standard student course evaluation process that contains questions about student engagement, mirroring selected NSSE questions. A sample questionnaire is contained in Appendix 2b. These questionnaires will be administered to all bottleneck course sections on a preliminary basis in Fall 2006, in order to refine the questionnaire and gather baseline data. The revised questionnaires will then be administered on a routine basis beginning in Spring 2007 to all bottleneck course sections. They will also be administered to a representative sample of sections of courses which are the subject of Curriculum Development Grants. Thus, data regarding outcomes 5 through 7 can be collected and reviewed on an ongoing basis throughout the life of the plan and may contribute to dynamic revisions. Course evaluation questionnaires will be scored and tabulated using the optical mark recognition system purchased in Summer 2006 (see Table VII: Yearly Budget). Summary results will be reported for each Spring term during the plan.

Learning outcomes 8 through 10 pertain to the basic learning objectives of the selected bottleneck courses and offer a somewhat more difficult assessment challenge. This challenge is complicated by the natural differences in grading instruments and procedures traditionally used by the three disciplines represented by the bottleneck courses. On the other hand, each of these courses has a single, clearly identifiable "major" assessment instrument that can be used to directly measure learning outcomes. For Eng 1302-Freshman Composition II, this major assessment is a college-level research paper that constitutes a large fraction of the overall course grade. For Math 1301-College Algebra, the major assessment is a comprehensive, departmental, multiple-choice final exam that constitutes 1/3 of the course grade. Finally, for Hist 1305-U.S. History I, the major assessment is a final exam that may be only partially comprehensive or partially objective, and that varies by instructor.

For the three bottleneck courses, we have created separate learning outcomes survey forms that will be used to collect learning outcomes data (see Sample Section Surveys of Learning Outcomes for Bottleneck Courses, Appendix 2a). Instructors will be asked to complete and submit a form for each bottleneck section taught. The three surveys are similar in format and share various summary data requests, such as:

1. Number of students on online grade sheet
2. Number of students with at least one recorded grade (homework, quiz, test, etc.)
3. Number of students taking/submitting major assessment
4. Number of students who scored '50' or less (or equivalent) on the major assessment
5. Number of students who passed the major assessment with '70' or better (or equivalent)
6. Number of students who took/submitted the major assessment and received 'F' for the course
7. Average grade on the major assessment for the section (100 point scale)
8. Course grade distribution for the section

The final item on each survey will be used to collect outcomes data regarding the basic learning objectives selected for the course. For each of the selected objectives, instructors will be asked to report the number of officially enrolled students in the section who satisfactorily master the objective (which can in turn be used to compute a percentage). However, the courses will differ in the way this number is computed. To facilitate the counting process in Eng 1302, the English Composition Committee has agreed to adopt a common three-point

grading rubric assigning a score on the research paper to each student for each learning objective (1=Not satisfactory, 2=Satisfactory, 3=Excellent). Then it will be a straightforward matter for the instructor to count the number of students mastering each objective.

For Math 1301, each question on the comprehensive final exam will be mapped to one of the selected learning objectives. Initially, due to the limitations of the optical mark recognition equipment currently used to score Math 1301 exams, the number of students in a section mastering a particular objective will be estimated as follows. The total points awarded to all students for all questions corresponding to the given objective will be divided by the total points available for the corresponding questions (assuming everyone initially enrolled in the section has taken the final exam). To achieve an estimate of the number of students in the section mastering the objective, this ratio, which is necessarily between 0 and 1, will then be multiplied by the number of officially enrolled students in the section. In future years, as we gain experience using the more robust optical mark recognition system purchased in Summer 2006, we will be able to compute the number of students mastering a particular Math 1301 objective more accurately by examining each student's individual performance on the subset of questions mapped to that objective. We may then consider the student to have mastered the objective provided he or she meets a certain threshold score on those questions.

With respect to Hist 1305, testing is not departmentally designated, and content and grading methods vary. For this and other reasons, we have decided to delay by one year fully implementing the Active Learning Interventions Initiative and the Expanded SI Program in Hist 1305. Therefore, the assessment of learning outcomes in Hist 1305 will occur as a two-step process, both of which will function to establish baseline data against which to measure future changes in the program. (The current set of outcomes designated in Hist 1305 privileges the acquisition of factual knowledge over advances in critical thinking skills, such as sensitivity to context, the ability to make reasoned comparisons between events occurring in different times and places, and the ability to make careful generalizations based on factual evidence. The expected revised outcomes will better align with general education outcomes that these courses support in the core curriculum as well as with recent changes in the History degree curriculum that place greater emphasis on critical thinking skills.) In the first step, the designated lead teacher analyzed the final exams administered by all full-time faculty members, mapping questions asked in each exam to the current learning objectives in Spring 2006, with 70% or above of points possible on essay and short-answer questions or correct responses on multiple-choice questions constituting successful mastery of a learning objective. In the next step of the process, data will be reanalyzed following a remapping of questions to align with the updated set of learning objectives. Thereafter, section surveys of learning outcomes will be completed by course instructors as they are in Eng 1302 and Math 1301 sections.

In order to verify the feasibility of such an approach to gathering information regarding learning outcomes and collect some baseline data, in Spring 2006 we implemented draft versions of the learning outcomes survey forms for Eng 1302 and Math 1301. The data collected from this experiment are summarized in Table XII: Learning Outcomes Baseline Data for Initial Bottleneck Courses, Spring 2006. The experiment was a success, considering the survey was voluntary and we received a large number of responses. Unfortunately, since the common grading rubric for Eng 1302 was not yet determined, we were forced in Table XII to estimate the number of students mastering each learning objective as the number of students who scored a cumulative grade of 70 or better on the research paper. The number of students mastering each learning objective for Math 1301 was estimated according the description given earlier. Based on this data, we have set uniform targets, to be achieved over the life of the plan, of **60%** of officially enrolled students **mastering each Eng 1302 learning objective**, and **50%** of officially enrolled students **mastering each Math 1301 learning objective**. Summary results for bottleneck course learning outcomes will be reported for each Spring term during the plan.

Because of the wealth of data related to course grades and other demographic variables contained in the student records system, we will use such data as an indirect measure of learning outcomes for bottleneck courses (see Course Grade Outcomes Baseline Data in Appendices 1c and 1d). Two tables summarizing such data for each bottleneck course will be generated for each Fall semester. The first such table will contain a snapshot analysis of the course grade outcomes for officially enrolled students for the given semester, with the top line numbers being the C or better passing ratios. The table will also contain analyses of C or better passing ratios for various important subsets of students: those repeating the course versus those taking the course for the first time, as well as those who placed into the course or transferred prerequisites from another school, versus those who completed prerequisites at UHD. Table X shows baseline versions of the course grades outcomes data based on the Fall 2004 and Fall 2005 semesters (see Appendix 1c). Based on this data, we have set the following target, to be achieved over the life of the plan, of a **C or better passing ratio consistently above 60% for Eng 1302**. The historical average for this ratio is below 55%. The corresponding target for **Math 1301** is a **C or better passing ratio consistently above 45%**. The historical average for this ratio is below 40%.

The second such table will contain analyses of the course grade outcomes for the cohorts of officially enrolled students enrolled in each bottleneck course during a particular Fall semester, tracked through selected subsequent courses in the same subject over a three year period. These data are therefore cumulative (i.e. a student may attempt the same course more than once during the time period). Again, the top line numbers are the C or better passing ratios for each bottleneck course and subsequent courses. The purpose of this table is to ensure that changes implemented in a bottleneck course as part of the QEP do not adversely affect student performance in subsequent courses. Table XI in Appendix 1d shows baseline versions of the course grades outcomes data for courses subsequent to Eng 1302 and Math 1301, with the Fall 2002 cohorts tracked through Fall 2005. Course grade outcomes data tables will be reported for each Fall term during the plan.

Expanded SI Program

Because the Expanded SI Program correlates to QEP learning outcomes 5 through 10, like the Active Learning Interventions Initiative, we will use most of the same measures and instruments to assess SI as described in the previous section. However, in order to get a more focused outlook on the efficacy of the SI program, and allow for ongoing constituent input into the program, we will also conduct surveys of student and faculty attitudes, perceptions, and opinions of SI in bottleneck course sections that offer an SI component. The student survey will be administered in each such section, while the faculty survey will be administered for selected sections (about 12 faculty members will be surveyed each year). A sample student SI assessment questionnaire is shown in Appendix 2c. A sample faculty SI feedback questionnaire is shown in Appendix 2d. Participating faculty will be paid a small stipend to provide detailed and thoughtful feedback on their SI experience. We hope to use such feedback to help adapt and modify the UHD SI model in ways that make SI more affordable and effective at UHD. Student evaluation questionnaires will be scored and tabulated using the optical mark recognition system purchased in Summer 2006.

The remaining QEP learning outcome related to SI is number 11, which concerns the effects of SI on the academic, teaching, and communication skills of SI leaders. Anecdotal evidence suggests that the positive impact of the SI experience on SI leaders is substantial and should not be overlooked. We will therefore administer an exit survey to SI leaders upon completion of their involvement with the program, examining their own perceptions of the effect of SI on the skills described above. The survey will also collect more objective data as well, such as the SI leader's GPA and career or graduate school plans. A sample SI leader assessment questionnaire is shown in Appendix 2e.

Table VI: Assessment Methods for QEP Learning Outcomes provides a matrix of QEP activities, the learning outcomes targeted by each activity, and the methods used to assess the targeted learning outcomes.

QEP Administration

Tables III, IV, and V provide detailed, term-by-term timelines of the various tasks, included administrative tasks, which must be accomplished each year as part of the three major initiatives constituting the QEP. The persons or units responsible for each task are identified. Table VII shows a yearly budget. The Director of the QEP, in cooperation with the QEP Council, will use the timelines and budget as checklists to prompt necessary tasks and verify that tasks are accomplished according to the prescribed schedule.

Each year of the plan, assessment reports will be prepared analyzing and describing the outcomes and achievements of the three initiatives. The learning outcomes assessments outlined in this narrative will be included in these reports. These separate reports will then be coalesced by the QEP Director and QEP Council into a single overall report on the status of the QEP, which may also include a discussion of academic issues that arise and modifications to the original plan recommended by the QEP Council. This general report will be delivered at the end of each academic year to the Provost and the UHD Academic Affairs Council (UAAC). The UAAC functions as the chief oversight body for the QEP. Written feedback on the general report will then be provided to the QEP Director and QEP Council at the beginning of the subsequent academic year in time for approved modifications to be instigated.

Table VI: Assessment Methods for QEP Learning Outcomes

QEP Initiative	Components	Targeted Learning Outcome*										
		1	2	3	4	5	6	7	8	9	10	11
Enhanced Transition Programs	<ul style="list-style-type: none"> Develop a Freshman Summer Success Program 	YFCY, Pre- and Post-tests**	YFCF, ISES, GPA	TSI data	YFCY	ISES, NSSE	NSSE, YFCY	NSSE, YFCY				
	<ul style="list-style-type: none"> Link selected Welcome Week activities to academic curriculum 			TSI data	YFCY, Survey		NSSE, YFCY, Survey	NSSE, YFCY				
	<ul style="list-style-type: none"> Design and offer a re-orientation 	ISES, Pre- and Post-tests	ISES, YFCY, GPA	TSI data	ISES, YFCY		NSSE, YFCY	NSSE, YFCY				
	<ul style="list-style-type: none"> Develop an interactive web-site orienting students to the university 	YFCY, Pre- and Post-tests	YFCY, GPA	TSI data	YFCY, Survey		NSSE, YFCY, Survey	NSSE, YFCY				
Active Learning Interventions	<ul style="list-style-type: none"> Implement active learning strategies in each of three fundamental "bottleneck" courses 					NSSE, Course evals	NSSE, Course evals	NSSE, Course evals	COR, SSLO	COR, SSLO	COR, SSLO	

Table VI: Assessment Methods for QEP Learning Outcomes

QEP Initiative	Components	Targeted Learning Outcome*										
		1	2	3	4	5	6	7	8	9	10	11
	<ul style="list-style-type: none"> Appoint an active learning faculty specialist 					NSSE, Course evals	NSSE, Course evals	NSSE, Course evals	COR, SSLO	COR, SSLO	COR, SSLO	
	<ul style="list-style-type: none"> Provide faculty development to increase knowledge of active learning strategies campus-wide 					NSSE, Course evals	NSSE, Course evals	NSSE, Course evals				
	<ul style="list-style-type: none"> Establish a campus-wide curriculum development grant program for faculty developing active learning projects 					NSSE, Course evals	NSSE, Course evals	NSSE, Course evals				
Expanded Supplemental Instruction (SI) Program	<ul style="list-style-type: none"> Implement SI in selected sections of bottleneck courses 					NSSE, Course evals	NSSE, Course evals	NSSE, Course evals	SI data	SI data	SI data	SI data
	<ul style="list-style-type: none"> Provide SI in Learners' Community sections and selected sections of developmental courses 					NSSE, Course evals	NSSE, Course evals	NSSE, Course evals	SI data	SI data	SI data	SI data

*Learning Outcomes

1. Students will demonstrate that they know and understand the University's basic academic policies and procedures (and demonstrate an ability to navigate successfully through basic registration procedures).
2. Students will demonstrate skill in managing those factors (unrealistic course loads, not following withdrawal procedures, ignoring prerequisites) that are most likely to get them into academic difficulty.
3. Students entering with a TSI obligation will satisfy that obligation within twelve months of their initial enrollment
4. Students will demonstrate understanding of the purposes of the support services offered by the University and show that they are able to access them
5. Students will apply the techniques of engaged learning in the classroom
6. Students will practice effective study skills outside of class
7. Students will demonstrate an ability to use technology, such as electronic communication and collaboration tools.
8. Students will demonstrate mastery of English 1302 basic learning outcomes
Students will write a research paper in which they
 - a. Develop a unified, organized, coherent argument
 - b. Argue with a firm grasp of central issues, well reasoned support, and response to counter-arguments
 - c. Critically analyze and evaluate five to ten sources
 - d. Integrate ideas from sources through effective summary, paraphrase, and quotation
 - e. Document ideas in MLA style, accurately acknowledging sources and avoiding plagiarism
 - f. Use language appropriate for academic writing at the college level
9. Students will demonstrate mastery of Math 1301 basic learning objectives.
 - a. Model problems using elementary mathematical tools such as functions, relations, and equations
 - b. Manipulate and examine these models effectively
 - c. Reason appropriately from models to draw conclusions
 - d. Interpret results intelligently in the problem context
 - e. Use mathematics as a language to communicate ideas efficiently
10. Students will demonstrate mastery of History 1305 basic learning outcomes.
Students will leave the course with a solid understanding of:
 - a. The motives for European colonization of the Americas
 - b. The social, political, and economic development of the colonial era
 - c. The origins, development, and politics of slavery
 - d. The social, political, and economic development of the antebellum era
 - e. Territorial expansion, diplomacy, and war
 - f. The civil war and reconstruction
11. SI leaders will strengthen their own academic skills in the subject area and boost their teaching and communication skills.

****Key to Assessment Methods and Instruments**

COR	Course Outcome Results – indirect measures of student learning in bottleneck courses (course grades in relation to other demographic variables) derived from the student records system
GPA	Grade point average
ISES	Inventory for Student Engagement and Success – including a set of protocols for focus group and student interviews
SSLO	Section Surveys of Learning Outcomes – outcomes reported from faculty in bottleneck courses on attendance and assignment submission, course completion rates, and grade distribution, and on direct measures of student learning derived from: ENG 1302 – common grading rubric on research paper HIST 1305 – analysis of final exam results in terms of basic learning objectives MATH 1301 – item analysis of common final exam in terms of basic learning objectives
NSSE	National Survey of Student Engagement responses
Course evals	Questionnaires administered to students as part of the regular course evaluation process that mirror NSSE questions related to active learning
Pre- and Post-Tests	A value-added perspective measuring growth in student learning
Surveys	Student self-reports gathered from online surveys
SI data	Surveys administered to SI faculty, peer tutors, and students measuring perceptions and results
TSI data	Compliance rates for Texas Success Initiative
YFCY	Your First College Year survey responses

ADMINISTRATION

Administrative Narrative

Figure I provides an organizational schematic showing the connections between the different individuals and groups who will be involved in the QEP's implementation. Administration of the QEP is the responsibility of the QEP Director and QEP Council. The QEP Director is a full-time tenured faculty member who has been given a 50 percent reduction in teaching load in addition to summer support. The director will report directly to the Provost and is in charge of the overall implementation, on-going management, and assessment activities of the QEP, as described in Figure II. A half-time secretary and a student worker will assist the director with these administrative tasks.

Working closely with the QEP Director will be the QEP Council, consisting of a diverse selection of persons representing those most directly involved in the operation of the QEP. As the interface between the QEP and various university communities or constituencies, this council will meet regularly to review the status of various plan initiatives and discuss which aspects of the plan are working and which require greater attention or modification. It will serve as an advisory body to the QEP Director and provide assistance to the director in such areas as: resource allocation, assessment methodologies, faculty and curriculum development activities, selection of an Active Learning Faculty Specialist, and the preparation of an annual QEP report. The QEP Council Charge is included in Figure III, which also lists the composition of the council. Playing an important role on the QEP Council are the lead teachers for the three selected bottleneck courses. While reporting only indirectly to the QEP Director, as the liaisons between the QEP and the main academic departments participating in the QEP, these lead teachers will provide administrative assistance with assessing the Active Learning Interventions Initiative. The Lead Teacher Position Description is given in Figure IV.

Also reporting to the QEP Director will be the SI Coordinator and the Active Learning Faculty Specialist. The SI Coordinator is a 3/4-time position whose duties include the various administrative tasks associated with the SI Program, including the recruitment, training, scheduling, and supervising of SI Leaders. The SI Coordinator will also assist with assessing the SI Program and writing an annual SI status report. (See Figure V for the SI Coordinator Position Description.) While the duties of the Active Learning Faculty Specialist are more consultative in nature, he or she will also assist in planning and carrying out certain events proposed by the QEP, in particular the symposia and workshops for new faculty orientation. The job description for this specialist will be written by the QEP Director in consultation with the QEP Council.

The University Academic Affairs Council (UAAC) will serve as the chief oversight body for the QEP. The QEP Director will report at least once a semester (including a comprehensive, written annual report) to the UAAC on the plan's status and on any academic issues that have come up as the plan's initiatives are implemented.

During the summer the University conducted an open search process that resulted in the selection of Dr. William Waller, Associate Professor of Mathematical Sciences, to serve as the QEP Director. Dr. Linda Becerra, Associate Professor of Mathematical Sciences, Dr. Charles Jackson, Assistant Professor of English, and Dr. Austin Allen, Assistant Professor of History, will serve as the lead instructors for their respective disciplines. Michael Judge will serve as the Supplemental Instruction Coordinator. The University has not yet named its Active Learning Faculty Specialist but will do so during the month of September.

Figure I: QEP Organization Chart

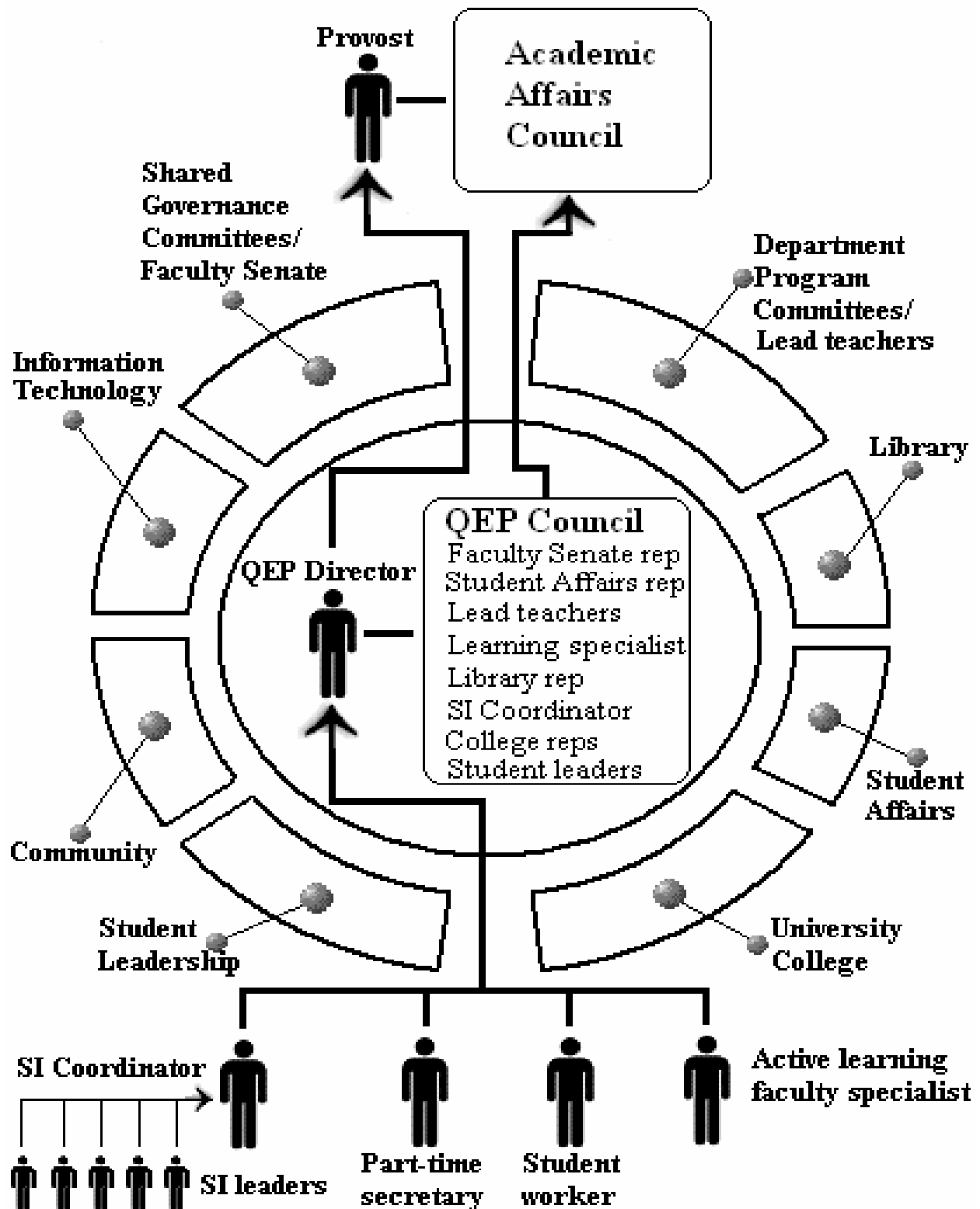


Figure II: QEP Director Position Description

Job Description	QEP Director
Accountability	Reports directly to the Provost/Vice President for Academic Affairs
Scope of Responsibilities	<p>The QEP Director is a full-time tenured faculty member at the University of Houston-Downtown who will oversee the implementation, on-going management and assessment of the University's Quality Enhancement Plan (QEP).</p> <p>To do so, the QEP Director will</p> <ul style="list-style-type: none"> • serve as Chair of the QEP Council; • work with the Provost/Vice President for Academic Affairs and the Vice President for Student Services and Enrollment Management to ensure that those who have been given specific QEP responsibilities carry them out; • serve as the QEP Liaison with the University Academic Affairs Council, the Academic Deans Council, the Faculty Senate, the Student Government Association, and other university bodies as the Provost may direct; • work with the QEP Council to establish and oversee the various faculty and staff development opportunities called for in the QEP; • select and supervise, in consultation with the QEP Council, an Active Learning Faculty Specialist to develop expertise in contemporary active learning strategies and disseminate corresponding information and methods campus-wide; • work with department chairs and college deans in encouraging and supporting department faculty to redesign their curricula to better accommodate active learning strategies; • supervise the Coordinator of Supplemental Instruction, the Active Learning Faculty Specialist, the QEP part-time secretary and a student worker; • manage the QEP budget; • coordinate the creation of the criteria, protocol and measures that will be used for assessing the QEP; • draft and integrate outcomes assessment and accountability reports as required by SACS; • coordinate the outcomes assessment for all aspects of the QEP, and • prepare, in consultation with the QEP Council, an annual progress report on the implementation of the QEP and the impact it is having on student learning.
Compensation	The director will continue to hold a regular nine-month faculty contract, but will be given a 50 percent reduction in teaching load. Compensation for the position's significant summer responsibilities will be paid in the form of a stipend equal to one-sixth of the faculty member's nine-month salary.
Term	One year, with the possibility of annual renewals for up to five years.

Figure III: QEP Council

Description	QEP Council
Council Charge	<p>The Council's charge is to work to improve the level of student learning on campus through the framework established by the University's Quality Enhancement Plan, <i>Student Engagement Through Active Learning Strategies</i>. The Council serves as a forum in which those most directly involved in the development and implementation of the QEP meet to review the status of various plan initiatives and discuss which aspects of the plan are working and which require greater attention or modification. The Council also serves as an advisory body to the QEP director and provides assistance to the director in such areas as faculty development, the selection of the active learning specialist, and the preparation of an annual report. The Council may recommend to the QEP Director and Provost any changes it believes should be made in the original plan that was submitted to SACS.</p>
Council Membership	<p>The QEP Director (1) The SI Coordinator (1) The Active Learning Faculty Specialist (1) The lead teachers for each of the targeted areas (2 – 3) A student SI leader from each of the targeted areas (2 – 3) The SGA President or the SGA President's designated representative (1) The college deans or their designated representatives (5) The Faculty Senate President plus one other faculty member chosen by the Senate (2) The SACS liaison office (1) A staff member from Student Services chosen by the VP for SS & EM (1) The Institutional Research Director (1) The Library Director or the Director's designated representative (1) A staff member from Information Technology chosen by the AVP of IT (1)</p>
Oversight Body	<p>The University Academic Affairs Council (UAAC) will serve as the oversight body for the QEP. The QEP Director will report at least once a semester to the UAAC on the plan's status and on any academic issues that have come up as the plan's strategies are implemented.</p>

Figure IV: Lead Teacher for Bottleneck Course Position Description

Job Description	Lead Teacher, QEP Bottleneck Course
Accountability	Reports directly to the academic Department Chair or designated program director; Reports indirectly to the QEP Director
Scope of Responsibilities	<p>The Lead Teacher in a course designated by the QEP as a “bottleneck” course is responsible for leading the department’s efforts to reduce failure/withdrawal rates and improve specific learning outcomes in the designated course.</p> <p>To do so, the Lead Teacher will:</p> <ul style="list-style-type: none"> • promote faculty and curriculum development to improve learning outcomes in the designated course through meetings, mini-retreats, website enhancement or other means; • research and recommend relevant scholarship on active learning and assessment, identify pedagogical conferences and workshops and discipline-specific specialists to advance faculty and curriculum development; • support the work of QEP Director to plan and hold “formative” and “summative” symposia to share knowledge within the department and among other bottleneck courses, as well as the university in general; • coordinate efforts with Active Learning Faculty Specialist for the QEP; • coordinate with Supplemental Instruction Coordinator, helping to identify qualified SI leaders for the designated course, administering surveys for SI data collection and feedback; • ensure that Learning Outcomes Surveys are distributed and completed by designated faculty in bottleneck courses and coordinate with the QEP Director’s collection, review, and reports on relevant assessment data; • serve as a member of the QEP Council, attending meetings and liaising between the bottleneck course faculty and the QEP Council; and • teach at least one section per semester of the designated bottleneck course.
Compensation	\$2,500 additional salary per year in the form of a stipend.
Term	One year, renewable throughout the life of the QEP with the consent of the academic Department Chair, academic Dean, and QEP Director.

Figure V: SI Coordinator Position Description

Job Description	Coordinator of Supplemental Instruction
Accountability	Reporting to the QEP director, the SI coordinator oversees program implementation, expansion, and budget management.
Responsibilities	<p>The Coordinator of Supplemental Instruction will organize the activities of the Supplemental Instruction (SI) initiative of the UH-Downtown Quality Enhancement Plan (QEP). Specific responsibilities are as follows:</p> <ul style="list-style-type: none"> ▪ Assist QEP director in refining program implementation, planning for program expansion, and managing the SI budget; ▪ Recruit eligible UHD students to serve as Supplemental Instruction leaders; ▪ Oversee the scheduling of SI sessions in the SI classrooms; ▪ Offer ongoing training and guidance to SI leaders; observe student leaders during SI sessions and assess their performance; ▪ Work with faculty, student leaders, and QEP program staff to develop the SI course schedule; ▪ Plan and conduct orientations each semester for SI faculty and leaders. ▪ Work with faculty to develop a study skills curriculum for initial SI sessions each semester; and ▪ Assist the QEP director with assessment activities in SI classes.
Qualifications	<ul style="list-style-type: none"> ▪ Bachelor’s degree in an academic discipline required; ▪ Minimum 3-year college teaching experience in developmental reading, writing, or mathematics, or collegiate core curriculum courses. Minimum 3-year experience in coordination of an academic tutorial program or laboratory for first-year college students preferred; and ▪ Experience working with low-income students who may be the first in their families to attend college.

Budget Narrative

UH-Downtown is committing significant financial and human resources to ensure the success of the QEP. Additional support will be sought from private foundations. Currently, the Office of Institutional Advancement is working with the leaders of the transition programs to develop a grant proposal for funding selected initiatives, particularly those with technological implications.

UHD will provide in-kind costs which include office space, equipment, and supplies needed for the new positions established under the QEP. University College will house the QEP director and his part-time staff, providing common access to such resources as printers, fax machines, and copiers. Computers and phones will be supplied and maintained by the University. The in-kind contribution will also include the salaries of several individuals who have been identified as key to this process and will devote a percentage of their time to implementing the QEP. As the project goes forward, others may be identified who will devote time and effort to

this project. UHD has a policy whereby any time and effort expended on a project will be captured and recorded. The major contributors and the estimated percentages are as follows:

Dean, University College: 25%

The Dean will serve as liaison between Student Affairs and Academic Affairs as the transition programs are developed, implemented, and assessed. As author of the grant that supported the pilot Freshman Summer Success Program (FSSP), she continues to pursue external funding opportunities for these efforts. Experienced in online teaching, she plans on contributing actively to the interactive web site initiative. In addition to overseeing various components, working particularly closely with the FSSP, she shares in leading the focus groups and constructing surveys. Each summer, she reviews the assessment materials, preparing a year-end report for the QEP Director and QEP Council.

Assistant Dean of University College: 20%

The Assistant Dean continues as the National Survey of Student Engagement (NSSE) contact, serving in a similar role for the Your First College Year (YFCY) survey instrument. Experienced in leading assessment initiatives in University College, he is maintaining the database for the Freshman Summer Success Program. He assists with data collection, mining, and analysis for all transitional programs. Moreover, his office will house the optical mark recognition equipment being purchased by the University to assist data analysis for the QEP. The assistant dean's role in assessment continues to expand.

Director of Academic Advising, 10%

The Director assumes a leadership role in the redesign of the Academic Advising web site. It is the first phase of the ongoing initiative to adapt appropriate technological strategies that enhance the ability of the audience to synthesize information needed for academic success. Additionally, the Director continues to monitor the TSI status of students, to coordinate workshops on study skills, and to collaborate with colleagues in the implementation of the FSSP.

Coordinator of Academic Services: 15%

The Coordinator of Academic Services organizes the FSSP and all follow-up activities that occur throughout each cohort's first year, working in tandem with colleagues in Academic Affairs and Student Affairs, particularly the Assistant Director of Information and Orientation. Together, they share responsibility for this initiative, including student focus groups. Upon completion of each summer session of FSSP, the Coordinator prepares the assessment report to be sent to the UC dean, drawing upon the information and data from progress reports forwarded during the year.

Assistant Director of Information and Orientation: 15%

Representing Student Affairs, the Assistant Director is an integral member of the team working with all the transitional programs, ensuring the integrity of the orientation experience is maintained as it is expanded into a series of initiatives. A major responsibility is the collaborative leadership of the FSSP. Additionally, she works with the UC dean to lead student focus groups, develop in-house surveys, and oversee students assisting in transitional programs.

Assistant Director of Student Affairs: 10%

The Assistant Director contributes to the QEP by incorporating more academic elements into the pre-existing Welcome Week, an event held at the beginning of the fall and spring semesters. She will chair the proposed Welcome Week Council and lead the implementation of agreed-upon activities. She assists as needed with planning for the other transition programs.

The University is prepared to allocate additional resources in support of the QEP, addressing these needs through the annual planning process. For instance, establishing a culture of evidence expands the responsibilities of Institutional Research and Information Technology. These units will receive the attention needed. Moreover, identifying an individual to provide oversight of the increased assessment initiatives has been recognized as an essential approach.

The initial costs of our QEP are itemized in Table I, including detailed commentary on the specific expenses anticipated. As the timelines indicate, initiatives will be phased in during the coming years. Table VII provides an overview of the five-year budget. Where appropriate, the cost of benefits (30%) and a 3% annual salary increase have been calculated. In one instance, the symposium, funds for the first year exceed those designated for subsequent years. We anticipate inviting outside speakers initially. By the second year, however, the various components of the intervention initiatives will host symposium activities.

Table VII: Yearly Budget

Activity/Expense	2006 (Summer)	2006-07 Year 1	2007-08 Year 2	2008-09 Year 3	2009-10 Year 4	2010-11 Year 5
QEP contributing author (faculty)	2,060					
Release time for QEP director, including travel		24,000	24,720	25,461	26,225	27,012
Part-time secretary with benefits		19,000	19,570	20,157	20,771	21,394
Student worker		7,000	7,210	7,426	7,649	7,878
Freshman Summer Success Program	27,853	35,000	36,050	37,131	38,245	39,392
Welcome Week and re-orientation: Staff development grants			4,000	4,120	4,244	4,371
Developmental funds for bottleneck courses		18,000	18,540	19,096	19,669	20,259
Additional salary, including benefits, for the 3 "lead teachers" for bottleneck initiative	6,180	9,750	10,043	10,344	10,654	10,974
Course release and travel for active learning faculty specialist		7,500	9,785	10,079	10,381	10,692
Course releases for curriculum development grants			10,000	10,300	10,609	10,972
Supplemental Instruction Program: SI coordinator, student SI leaders, and faculty teaching SI sections	1,545	113,000	116,390	119,881	123,477	127,181
Symposium and related initiatives		9,000	4,635	4,774	4,917	5,064
Library: instructional materials, including journals and databases		5,000	5,150	5,305	5,464	5,628
Technology, including staff development for creating modules (study skills, time management, etc.), video taping, and interactive web site		6,000	6,180	6,365	6,556	6,753
Assessment, including NSSE in 2008, YFCY* each year, optical mark recognition system, inducements for survey completion, audience response systems, and training in conducting focus groups	5,508	15,000	15,450	15,914	16,391	16,883
Total	\$ 43,146	\$268,250	\$287,723	\$296,353	\$305,252	\$314,453

*Your First College Year (YFCY) is a freshman survey instrument.

APPENDIX 1: BASELINE DATA

Fall 2004 FTIC
(All FTIC = 1109)

MATH
(N = 592)

Fall 04 FTIC who were obligated or satisfied the Math portion of the TSI by test, retest or courses taken at UHD. Students who satisfied by waiver or exemption or other criteria were not included in the cohort.

- Of the 592 FTIC who were obligated in Fall 04, 25% (n=147) satisfied their obligation within a year; 23% (n=137) satisfied their obligation at UHD and 10 provided documentation in spring/summer of completing TSI elsewhere.
- Of the 592 FTIC who were obligated in Fall 04, 22% (n = 133) did not satisfy TSI in fall and did not return after the fall semester (did not enroll spring 05 or summer 05).
- Of the 592 FTIC who were obligated in Fall 04, 32% (n = 316) did not satisfy TSI in fall and returned in spring 2005 but did not meet their TSI obligation in spring.
- Of the 68 FTIC who were obligated in Fall 04 and met their TSI obligation in Fall 2004, 85% (n=58) returned in Spring 2005 while 15% (n=10) did not return after the fall semester.

Note: "This semester" denotes that student satisfied their obligation.

Fall 04 Status	Spring 05 Status	Summer 05 Status	Data	Total
Obligated, Not Satisfy	Not Enrolled	Not Enrolled	Count Percent	133 22%
		Obligated, Not satisfy	Count Percent	3 1%
	Not Enrolled Count			136
	Not Enrolled Percent			23%
	Obligated, Not Satisfy	Not Enrolled	Count Percent	282 48%
		Obligated, Not satisfy	Count Percent	27 5%
		This semester	Count Percent	7 1%
	Obligated, Not Satisfy			316
	Obligated, Not Satisfy Percent			53%
	Satisfy, Previously	Not Enrolled	Count Percent	9 2%
		Satisfy, Previously	Count Percent	1 0%
	Satisfy, Previously Count			10
	Satisfy, Previously Percent			2%
	This semester	Not Enrolled	Count Percent	53 9%
		Satisfy, Previously	Count Percent	9 2%
	This Semester Count			62
	This Semester Percent			10%
	Obligated, Not Satisfy Count			524

Obligated, Not Satisfy Percent				89%
This Semester	Not Enrolled	Not Enrolled	Count Percent	10 2%
	Not Enrolled Count			10
	Not Enrolled Percent			2%
	Satisfy, Previously	Not Enrolled	Count Percent	51 9%
		Satisfy, Previously	Count Percent	7 1%
	Satisfy, Previously Count			58
	Satisfy, Previously Percent			10%
This Semester Count				68
This Semester Percent				11%
Total Count				592
Total Percent				100%

Students satisfied their Math TSI obligation at UHD as follows:

In Fall 04

How Obligation was Satisfied	Data	Total
Non-DE Course	Count	56
	Percent	82%
Test Initial	Count	11
	Percent	16%
Test Retake	Count	1
	Percent	1%
Total Count		68
Total Percent		100%

In Spring 2005

How Obligation was Satisfied	Data	Total
DE Course	Count	56
	Percent	90%
Test Retake	Count	6
	Percent	10%
Total Count		62
Total Percent		100%

In Summer 2005

How Obligation was Satisfied	Data	Total
DE Course	Count	6
	Percent	86%
Test Retake	Count	1
	Percent	14%
Total Count		7
Total Percent		100%

**READING
(N = 596)**

Fall 04 FTIC who were obligated or satisfied the Reading portion of TSI by test, retest or courses taken at UHD. Students who satisfied by waiver or exemption or other criteria were not included in the cohort.

- Of the 596 FTIC who were obligated in Fall 04, 53% (n=314) satisfied their obligation within a year; 51% (n=305) satisfied their obligation at UHD and 9 provided documentation in spring/summer of completing TSI elsewhere.
- Of the 596 FTIC who were obligated in Fall 04, 16% (n= 96) did not satisfy TSI in fall and did not return after the fall semester (did not enroll spring 05 or summer 05).
- Of the 596 FTIC who were obligated in Fall 04, 32% (n = 191) did not satisfy TSI in fall and returned in spring 2005 but did not meet their TSI obligation in spring.
- Of the 262 FTIC who were obligated in Fall 04 and met their TSI obligation in Fall 2004, 85% (n=222) returned in Spring 2005 while 15% (n=40) did not return after the fall semester.

Note: "This semester" denotes that student satisfied their obligation.

Fall 04 Status	Spring 05 Status	Summer 05 Status	Data	Total
Obligated, Not Satisfy	Not Enrolled	Not Enrolled	Count Percent	96 16%
		Obligated, Not Satisfy	Count Percent	3 1%
	Not Enrolled Count			99
	Not Enrolled Percent			17%
	Obligated, Not Satisfy	Not Enrolled	Count Percent	166 28%
			Obligated, Not Satisfy	Count Percent
		Satisfy, Previously	Count Percent	1 0%
			This semester	Count Percent
	Obligated, Not Satisfy Count			191
	Obligated, Not Satisfy Percent			32%
	Satisfy, Previously	Not Enrolled	Count Percent	8 1%
	Satisfy, Previously Count			8
	Satisfy, Previously Percent			1%
	This Semester	Not Enrolled	Count Percent	32 5%
		Satisfy, Previously	Count Percent	4 1%
	This Semester Count			36
	This Semester Percent			6%
	Obligated, Not Satisfy Count			334

Obligated, Not Satisfy Percent				56%
This semester	Not Enrolled	Not Enrolled	Count Percent	40 7%
	Not Enrolled Count of 1_Rpt			40
	Not Enrolled Count of 1_Rpt2			7%
	Satisfy, Previously	Not Enrolled	Count Percent	198 33%
		Satisfy, Previously	Count Percent	24 4%
	Satisfy, Previously Count			222
	Satisfy, Previously Percent			37%
This semester Count				262
This semester Percent				44%
Total Count				596
Total Percent				100%

Students satisfied their Reading TSI obligation as follows:

In Fall 04

How Obligation was Satisfied	Data	Total
DE Course	Count	1
	Percent	0%
Non-DE Course	Count	249
	Percent	95%
Test Initial	Count	6
	Percent	2%
Test Retake	Count	6
	Percent	2%
Total Count		262
Total Percent		100%

In Spring 2005

How Obligation was Satisfied	Data	Total
DE Course	Count	33
	Percent	92%
Non-DE Course	Count	1
	Percent	3%
Test Retake	Count	2
	Percent	6%
Total Count		36
Total Percent		100%

In Summer 2005

How Obligation was Satisfied	Data	Total
DE Course	Count	5
	Percent	71%
Test Retake	Count	2
	Percent	29%
Total Count		7
Total Percent		100%

WRITING
(N = 302)

Fall 04 FTIC who were obligated or satisfied the Writing portion of the TSI by test, retest or courses taken at UHD. Students who satisfied by waiver or exemption or other criteria were not included in the cohort.

- Of the 302 FTIC who were obligated in Fall 04, 44% (n=132) satisfied their obligation within a year; 33% (n= 99) satisfied their obligation at UHD and 33 provided documentation in spring/summer of completing TSI elsewhere.
- Of the 302 FTIC who were obligated in Fall 04, 19% (n = 57) did not satisfy TSI in fall and did not return after the fall semester (did not enroll spring 05 or summer 05).
- Of the 302 FTIC who were obligated in Fall 04, 39% (n = 117) did not satisfy TSI in fall and returned in spring 2005 but did not meet their TSI obligation in spring.
- Of the 68 FTIC who were obligated in Fall 04 and met their TSI obligation in Fall 2004, 80% (n=53) returned in Spring 2005 while 20% (n = 15) did not return after the fall semester.

Note: "This semester" denotes that student satisfied their obligation.

Fall 04 Status	Spring 05 Status	Summer 05 Status	Data	Total
Obligated, Not Satisfy	Not Enrolled	Not Enrolled	Count Percent	57 19%
	Not Enrolled Count			57
	Not Enrolled Percent			19%
	Obligated, Not Satisfy	Not Enrolled	Count Percent	99 33%
		Obligated, Not Satisfy	Count Percent	14 5%
		This semester	Count Percent	4 1%
	Obligated, Not Satisfy Count			117
	Obligated, Not Satisfy Percent			39%
	Satisfy, Previously	Not Enrolled	Count Percent	28 9%
		Satisfy, Previously	Count Percent	5 2%
	Satisfy, Previously Count			33
	Satisfy, Previously Percent			11%
	This semester	Not Enrolled	Count Percent	21 7%
		Satisfy, Previously	Count Percent	6 2%
	This Semester Count			27
This Semester Percent			9%	
Obligated, Not Satisfy Count			234	

Obligated, Not Satisfy Percent				77%
This Semester	Not Enrolled	Not Enrolled	Count	15
			Percent	5%
	Not Enrolled Count			15
	Not Enrolled Percent			5%
	Satisfy, Previously	Not Enrolled	Count	42
			Percent	14%
	Satisfy, Previously	Satisfy, Previously	Count	11
Percent			4%	
Satisfy, Previously Count			53	
Satisfy, Previously Percent			18%	
This Semester Count				68
This Semester Percent				23%
Total Count				302
Total Percent				100%

Students satisfied their Writing TSI obligation as follows:

In Fall 04

How Obligation was Satisfied	Data	Total
DE Course	Count	1
	Percent	1%
Non-DE Course	Count	42
	Percent	62%
Test Initial	Count	15
	Percent	22%
Test Retake	Count	10
	Percent	15%
Total Count		68
Total Percent		100%

In Spring 2005

How Obligation was Satisfied	Data	Total
DE Course	Count	14
	Percent	52%
Non-DE Course	Count	5
	Percent	19%
Test Retake	Count	8
	Percent	30%
Total Count		27
Total Percent		100%

In Summer 2005

How Obligation was Satisfied	Data	Total
DE Course	Count	1
	Percent	25%
Test Retake	Count	3
	Percent	75%
Total Count		4
Total Percent		100%



National Survey of Student Engagement

The College Student Report

NSSE 2003 Engagement Item Frequency Distributions University of Houston - Downtown

Variable		Response Options		First-Year Students						Seniors					
				Houston-Downtown		Bac-Gen		NSSE 2003		Houston-Downtown		Bac-Gen		NSSE 2003	
				Count	Col %	Count	Col%	Count	Col%	Count	Col %	Count	Col%	Count	Col%
1a. Asked questions in class or contributed to class discussions	CLQUEST	Never		3	3	110	2	1,341	3	3	2	62	1	756	2
		Sometimes		41	36	1,782	34	16,745	36	49	28	1,163	20	11,878	25
		Often		38	33	1,859	36	15,978	35	56	32	1,864	33	15,272	32
		Very often		32	28	1,483	28	11,918	26	68	39	2,596	46	19,134	41
		Total		114	100%	5,234	100%	45,982	100%	176	100%	5,685	100%	47,040	100%
b. Made a class presentation	CLPRESEN	Never		28	25	413	8	6,308	14	6	3	146	3	1,714	4
		Sometimes		47	42	2,740	52	25,409	55	53	30	1,615	28	15,598	33
		Often		25	22	1,595	31	11,071	24	73	41	2,292	40	18,177	39
		Very often		13	12	481	9	3,167	7	44	25	1,625	29	11,517	25
		Total		113	100%	5,229	100%	45,955	100%	176	100%	5,678	100%	47,006	100%
c. Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP	Never		14	12	560	11	5,650	12	12	7	804	14	7,356	16
		Sometimes		31	27	1,606	31	14,099	31	45	26	2,123	37	17,662	38
		Often		29	25	1,680	32	14,540	32	53	30	1,578	28	12,700	27
		Very often		40	35	1,382	26	11,650	25	64	37	1,168	21	9,257	20
		Total		114	100%	5,228	100%	45,939	100%	174	100%	5,673	100%	46,975	100%
d. Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT	Never		8	7	68	1	887	2	0	0	44	1	427	1
		Sometimes		17	15	1,023	20	10,134	22	18	10	645	11	5,689	12
		Often		49	44	2,394	46	20,184	44	60	34	2,204	39	18,228	39
		Very often		38	34	1,744	33	14,753	32	97	55	2,790	49	22,671	48
		Total		112	100%	5,229	100%	45,958	100%	175	100%	5,683	100%	47,015	100%
e. Included diverse perspectives (by race, religion, gender, political) in class discussions or assignments	DIVCLASS	Never		11	10	311	6	3,044	7	11	6	332	6	3,482	7
		Sometimes		31	27	1,953	37	16,219	35	42	24	1,963	35	16,240	35
		Often		39	35	1,878	36	16,679	36	58	33	1,977	35	15,710	33
		Very often		32	28	1,081	21	9,978	22	65	37	1,405	25	11,530	25
		Total		113	100%	5,223	100%	45,920	100%	176	100%	5,677	100%	46,962	100%
f. Came to class without completing readings or assignments	CLUNPREP	Never		26	23	1,236	24	9,684	21	36	20	1,287	23	8,814	19
		Sometimes		71	62	3,184	61	28,205	61	117	66	3,455	61	28,880	62
		Often		12	11	599	11	5,918	13	20	11	671	12	6,582	14
		Very often		5	4	202	4	2,089	5	3	2	262	5	2,664	6
		Total		114	100%	5,221	100%	45,896	100%	176	100%	5,675	100%	46,940	100%
g. Worked with other students on projects during class	CLASSGRP	Never		17	15	586	11	5,705	12	12	7	482	8	5,060	11
		Sometimes		37	32	2,503	48	22,580	49	78	45	2,519	44	21,315	45
		Often		39	34	1,636	31	13,875	30	57	33	1,868	33	14,546	31
		Very often		21	18	494	9	3,742	8	28	16	805	14	6,055	13
		Total		114	100%	5,219	100%	45,902	100%	175	100%	5,674	100%	46,976	100%



National Survey of Student Engagement

The College Student Report

NSSE 2003 Engagement Item Frequency Distributions University of Houston - Downtown

Variable		Response Options		First-Year Students						Seniors					
				Houston-Downtown		Bac-Gen		NSSE 2003		Houston-Downtown		Bac-Gen		NSSE 2003	
				Count	Col %	Count	Col%	Count	Col%	Count	Col %	Count	Col%	Count	Col%
h. Worked with classmates outside of class to prepare class assignments	OCCGRP	Never	32	28	567	11	5,463	12	11	6	344	6	2,952	6	
		Sometimes	46	40	2,402	46	21,450	47	56	32	2,200	39	17,166	37	
		Often	26	23	1,632	31	14,049	31	64	36	2,029	36	16,466	35	
		Very often	10	9	626	12	4,975	11	45	26	1,108	20	10,413	22	
		Total	114	100%	5,227	100%	45,937	100%	176	100%	5,681	100%	46,997	100%	
i. Put together ideas or concepts from different courses when completing assignments or class discussions	INTIDEAS	Never	16	14	415	8	3,861	8	8	5	200	4	1,627	3	
		Sometimes	46	41	2,389	46	21,001	46	53	30	1,813	32	14,649	31	
		Often	39	35	1,830	35	15,796	34	74	42	2,477	44	19,928	42	
		Very often	12	11	582	11	5,225	11	40	23	1,192	21	10,740	23	
		Total	113	100%	5,216	100%	45,883	100%	175	100%	5,682	100%	46,944	100%	
j. Tutored or taught other students (paid or voluntary)	TUTOR	Never	69	61	2,698	52	23,503	51	89	51	2,373	42	20,342	43	
		Sometimes	31	27	1,728	33	15,671	34	58	33	2,038	36	16,587	35	
		Often	8	7	551	11	4,613	10	17	10	674	12	5,633	12	
		Very often	6	5	246	5	2,126	5	12	7	591	10	4,414	9	
		Total	114	100%	5,223	100%	45,913	100%	176	100%	5,676	100%	46,976	100%	
k. Participated in a community-based project as part of a regular course	COMMPROJ	Never	78	68	3,108	60	30,276	66	116	67	2,785	49	26,153	56	
		Sometimes	26	23	1,484	28	11,182	24	37	21	1,922	34	14,320	31	
		Often	6	5	433	8	3,198	7	14	8	652	11	4,270	9	
		Very often	4	4	194	4	1,231	3	7	4	315	6	2,173	5	
		Total	114	100%	5,219	100%	45,887	100%	174	100%	5,674	100%	46,916	100%	
l. Used an electronic medium (list-serv, chat group, Internet, etc.) to discuss or complete an assignment	ITACADEM	Never	25	22	854	16	7,684	17	9	5	723	13	5,613	12	
		Sometimes	31	27	1,474	28	13,089	28	38	22	1,519	27	13,009	28	
		Often	28	25	1,449	28	12,691	28	51	29	1,603	28	12,912	27	
		Very often	30	26	1,456	28	12,475	27	77	44	1,836	32	15,463	33	
		Total	114	100%	5,233	100%	45,939	100%	175	100%	5,681	100%	46,997	100%	
m. Used e-mail to communicate with an instructor	EMAIL	Never	16	14	355	7	2,283	5	4	2	271	5	1,336	3	
		Sometimes	34	30	1,547	30	12,492	27	39	22	1,364	24	9,776	21	
		Often	28	25	1,776	34	15,921	35	46	26	1,876	33	15,170	32	
		Very often	35	31	1,547	30	15,215	33	86	49	2,163	38	20,688	44	
		Total	113	100%	5,225	100%	45,911	100%	175	100%	5,674	100%	46,970	100%	
n. Discussed grades or assignments with an instructor	FACGRADE	Never	10	9	340	7	3,167	7	11	6	209	4	1,872	4	
		Sometimes	42	37	2,229	43	19,393	42	63	36	1,917	34	16,208	35	
		Often	32	28	1,719	33	15,288	33	60	34	2,106	37	16,666	35	
		Very often	30	26	942	18	8,074	18	41	23	1,446	25	12,220	26	
		Total	114	100%	5,230	100%	45,922	100%	175	100%	5,678	100%	46,966	100%	



National Survey of Student Engagement

The College Student Report

NSSE 2003 Engagement Item Frequency Distributions

University of Houston - Downtown

			First-Year Students								Seniors					
			Houston-Downtown		Bac-Gen		NSSE 2003		Houston-Downtown		Bac-Gen		NSSE 2003			
			Count	Col %	Count	Col%	Count	Col%	Count	Col %	Count	Col%	Count	Col%		
Variable	Response Options															
o. Talked about career plans with a faculty member or advisor	FACPLANS	Never	38	34	1,064	20	10,723	23	50	29	821	14	7,185	15		
		Sometimes	48	42	2,523	48	21,743	47	67	39	2,135	38	18,812	40		
		Often	17	15	1,106	21	9,336	20	37	21	1,593	28	12,299	26		
		Very often	10	9	532	10	4,108	9	20	11	1,122	20	8,687	18		
		Total	113	100%	5,225	100%	45,910	100%	174	100%	5,671	100%	46,983	100%		
p. Discussed ideas from your readings or classes with faculty members outside of class	FACIDEAS	Never	51	45	2,047	39	18,464	40	56	32	1,304	23	11,927	25		
		Sometimes	43	38	2,264	43	19,755	43	73	42	2,748	48	22,235	47		
		Often	11	10	692	13	5,779	13	36	21	1,147	20	9,101	19		
		Very often	8	7	224	4	1,910	4	10	6	480	8	3,725	8		
		Total	113	100%	5,227	100%	45,908	100%	175	100%	5,679	100%	46,988	100%		
q. Received prompt feedback from faculty on your academic performance (written or oral)	FACFEED	Never	18	16	359	7	3,337	7	16	9	200	4	1,930	4		
		Sometimes	41	36	1,940	37	17,190	37	53	30	1,639	29	13,982	30		
		Often	33	29	2,072	40	18,437	40	72	41	2,613	46	21,342	45		
		Very often	22	19	858	16	6,956	15	34	19	1,226	22	9,721	21		
		Total	114	100%	5,229	100%	45,920	100%	175	100%	5,678	100%	46,975	100%		
r. Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD	Never	10	9	358	7	3,664	8	9	5	291	5	2,931	6		
		Sometimes	41	36	1,934	37	17,747	39	53	30	1,971	35	16,761	36		
		Often	41	36	2,064	40	17,166	37	64	37	2,282	40	18,370	39		
		Very often	22	19	869	17	7,340	16	49	28	1,131	20	8,905	19		
		Total	114	100%	5,225	100%	45,917	100%	175	100%	5,675	100%	46,967	100%		
s. Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	FACOTHER	Never	90	79	2,868	55	27,726	60	120	69	2,446	43	21,589	46		
		Sometimes	15	13	1,581	30	12,408	27	34	20	1,839	32	14,961	32		
		Often	5	4	569	11	4,125	9	14	8	870	15	6,502	14		
		Very often	4	4	207	4	1,660	4	6	3	520	9	3,932	8		
		Total	114	100%	5,225	100%	45,919	100%	174	100%	5,675	100%	46,984	100%		
t. Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)	OOCIDEAS	Never	6	5	286	5	2,569	6	9	5	205	4	1,656	4		
		Sometimes	46	40	1,864	36	16,149	35	50	29	1,804	32	14,775	31		
		Often	38	33	1,904	36	16,629	36	74	43	2,225	39	17,878	38		
		Very often	24	21	1,174	22	10,548	23	41	24	1,442	25	12,674	27		
		Total	114	100%	5,228	100%	45,895	100%	174	100%	5,676	100%	46,983	100%		
u. Had serious conversations with students of a different race or ethnicity than your own	DIVRSTUD	Never	13	11	956	18	6,926	15	17	10	909	16	6,307	13		
		Sometimes	34	30	1,859	36	15,463	34	53	30	2,214	39	17,289	37		
		Often	34	30	1,227	24	11,864	26	51	29	1,415	25	12,179	26		
		Very often	33	29	1,176	23	11,602	25	53	30	1,130	20	11,148	24		
		Total	114	100%	5,218	100%	45,855	100%	174	100%	5,668	100%	46,923	100%		



National Survey of Student Engagement

The College Student Report

NSSE 2003 Engagement Item Frequency Distributions University of Houston - Downtown

		First-Year Students						Seniors						
		Houston-Downtown		Bac-Gen		NSSE 2003		Houston-Downtown		Bac-Gen		NSSE 2003		
		Count	Col %	Count	Col%	Count	Col%	Count	Col %	Count	Col%	Count	Col%	
Variable	Response Options													
v. Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	DIFFSTU2	Never	25	22	651	12	4,627	10	23	13	649	11	4,713	10
		Sometimes	28	25	1,878	36	14,645	32	53	30	2,317	41	16,974	36
		Often	29	25	1,409	27	13,425	29	56	32	1,565	28	13,595	29
		Very often	32	28	1,281	25	13,179	29	43	25	1,145	20	11,654	25
		Total	114	100%	5,219	100%	45,876	100%	175	100%	5,676	100%	46,936	100%
2a. Coursework emphasizes: Memorizing facts, ideas or methods from your courses and readings	MEMORIZE	Often	9	8	306	6	2,469	5	23	13	574	10	4,778	10
		Some	34	30	1,269	24	11,588	25	52	30	1,784	31	14,462	31
		Quite a bit	40	35	2,207	42	18,611	41	56	32	2,066	36	16,723	36
		Very much	30	27	1,444	28	13,241	29	44	25	1,253	22	11,025	23
		Total	113	100%	5,226	100%	45,909	100%	175	100%	5,677	100%	46,988	100%
b. Coursework emphasizes: Analyzing the basic elements of an idea, experience or theory	ANALYZE	Often	6	5	114	2	862	2	0	0	94	2	694	1
		Some	21	19	1,014	19	8,026	17	21	12	767	14	6,061	13
		Quite a bit	52	46	2,380	46	20,325	44	70	40	2,485	44	19,562	42
		Very much	34	30	1,716	33	16,680	36	84	48	2,330	41	20,649	44
		Total	113	100%	5,224	100%	45,893	100%	175	100%	5,676	100%	46,966	100%
c. Coursework emphasizes: Synthesizing and organizing ideas, information, or experiences	SYNTHESZ	Very little	4	4	245	5	2,043	4	4	2	192	3	1,645	4
		Some	26	23	1,564	30	13,119	29	42	24	1,268	22	10,089	21
		Quite a bit	54	48	2,172	42	18,877	41	67	39	2,378	42	18,685	40
		Very much	29	26	1,238	24	11,836	26	61	35	1,834	32	16,526	35
		Total	113	100%	5,219	100%	45,875	100%	174	100%	5,672	100%	46,945	100%
d. Coursework emphasizes: Making judgments about the value of information, arguments, or methods	EVALUATE	Very little	8	7	304	6	2,881	6	10	6	288	5	2,696	6
		Some	30	27	1,530	29	13,343	29	36	21	1,353	24	11,439	24
		Quite a bit	47	42	2,114	40	18,501	40	75	43	2,224	39	18,092	39
		Very much	28	25	1,272	24	11,147	24	54	31	1,807	32	14,724	31
		Total	113	100%	5,220	100%	45,872	100%	175	100%	5,672	100%	46,951	100%
e. Coursework emphasizes: Applying theories or concepts to practical problems or in new situations	APPLYING	Very little	9	8	194	4	1,893	4	7	4	147	3	1,395	3
		Some	31	27	1,313	25	10,884	24	42	24	942	17	8,175	17
		Quite a bit	41	36	2,057	39	17,855	39	52	30	2,141	38	17,081	36
		Very much	32	28	1,663	32	15,253	33	73	42	2,441	43	20,304	43
		Total	113	100%	5,227	100%	45,885	100%	174	100%	5,671	100%	46,955	100%

Table X: Course Grade Outcomes Baseline Data for Bottleneck Courses, Fall 2004 and Fall 2005

- Statistics in this table are based on all students enrolled in the selected bottleneck courses in Fall 2004. These statistics are not cumulative.

Fall 2004	Math 1301 College Alg	Eng 1302 Frosh Comp II	Hist 1305 U.S. Hist I
<i>% with C or better</i>	38.1 401/1053	53.1 402/757	53.6 501/934
<i>% with A</i>	8.4 88/1053	11.9 90/757	8.5 79/934
<i>% with B</i>	13.3 140/1053	21.7 164/757	21.3 199/934
<i>% with C</i>	16.4 173/1053	19.6 148/757	23.9 223/934
<i>% with D</i>	11.7 123/1053	4.4 33/757	13.6 127/934
<i>% with F/W</i>	50.2 529/1053	42.5 322/757	32.8 306/934
<i>% with no repeats</i>	69.4 731/1053	69.4 525/757	81.3 759/934
<i>% with no repeats who passed with C or better</i>	43.8 320/731	58.5 307/525	56.3 427/759
<i>% with at least 1 repeat</i>	30.6 322/1053	30.6 232/757	18.7 175/934
<i>% with at least 1 repeat who passed with C or better</i>	25.2 81/322	40.9 95/232	42.3 74/175
<i>% continuing from prereq. course</i>	42.4 446/1053	69.9 529/757	30.0 280/934
<i>% continuing from prereq. who passed with C or better</i>	26.9 120/446	51.4 272/529	50.7 142/280
<i>% placed or transfer</i>	57.6 607/1053	30.1 228/757	70.0 654/934
<i>% placed or transfer who passed with C or better</i>	46.3 281/607	57.0 130/228	54.9 359/654

- Statistics in this table are based on all students enrolled in the selected bottleneck courses in Fall 2005. These statistics are not cumulative.

Fall 2005	Math 1301 College Alg	Eng 1302 Frosh Comp II	Hist 1305 U.S. Hist I
<i>% with C or better</i>	44.1 451/1023	48.3 350/724	48.0 341/711
<i>% with A</i>	11.9 122/1023	12.8 93/724	8.0 57/711
<i>% with B</i>	13.8 141/1023	18.6 135/724	18.7 133/711
<i>% with C</i>	18.4 188/1023	16.9 122/724	21.2 151/711
<i>% with D</i>	12.0 123/1023	4.0 34/724	13.1 93/711
<i>% with F</i>	31.3 320/1023	31.9 231/724	24.9 177/711
<i>% with W</i>	12.6 129/1023	15.1 109/724	14.1 100/711
<i>% with no repeats</i>	70.1 717/1023	69.1 500/724	81.7 581/711
<i>% with no repeats who passed with C or better</i>	47.3 339/717	52.2 261/500	51.5 299/581
<i>% with at least 1 repeat</i>	29.9 306/1023	30.9 224/724	18.3 130/711
<i>% with at least 1 repeat who passed with C or better</i>	36.6 112/306	39.7 89/224	32.3 42/130
<i>% continuing from prereq. course</i>	43.9 449/1023	64.8 469/724	31.9 227/711
<i>% continuing from prereq. who passed with C or better</i>	35.6 160/449	48.8 229/469	37.9 86/227
<i>% placed or transfer</i>	56.1 574/1023	35.2 255/724	68.1 484/711
<i>% placed or transfer who passed with C or better</i>	50.7 291/574	47.5 121/255	52.7 255/484

Table XI: Course Grade Outcomes Baseline Data for Subsequent Courses, Fall 2002 through Fall 2005

• Statistics in this table are based on the cohort of 959 students enrolled in Math 1301-College Algebra in Fall 2002, tracked through Fall 2005. These statistics are therefore cumulative (i.e. a student may have attempted the same course more than once during this time period).

Math 1301	Math 1301 College Alg	Math 1302 Trig	Math 1305 Fnte Math	Math 1306 App Calc	Math 1404 Precalc	Math 1505 Trig&Precalc
<i>% taking course</i>	100.0 959/959	10.4 100/959	20.0 192/959	16.7 160/959	4.5 43/959	2.4 23/959
<i>% with C or better</i>	54.1 519/959	64.0 64/100	77.1 148/192	71.3 114/160	65.1 28/43	82.6 19/23
<i>% with A</i>	7.7 74/959	14.0 14/100	16.7 32/192	22.5 36/160	14.0 6/43	21.7 5/23
<i>% with B</i>	19.4 186/959	24.0 24/100	29.7 57/192	21.9 35/160	16.3 7/43	21.7 5/23
<i>% with C</i>	27.0 259/959	26.0 26/100	30.7 59/192	26.9 43/160	34.9 15/43	39.1 9/23
<i>% with D</i>	10.8 104/959	6.0 6/100	8.3 16/192	8.1 13/160	11.6 5/43	4.3 1/23
<i>% with F/W only</i>	35.0 336/959	30.0 30/100	14.6 28/192	20.6 33/160	23.3 10/43	13.0 3/23
<i>% with no repeats</i>	61.3 588/959	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
<i>% with no repeats who passed with C or better</i>	59.4 349/588	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
<i>% with at least 1 repeat</i>	38.7 371/959	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
<i>% with at least 1 repeat who passed with C or better</i>	45.8 170/371	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>

• Statistics in this table are based on the 731 students enrolled in Eng 1302-Freshman Composition II in Fall 2002, tracked through Fall 2005. These statistics are therefore cumulative (i.e. a student may have attempted the same course more than once during this time period).

Eng 1302	Eng 1302 Frosh Comp II	Eng 2301 World Lit I	Eng 2302 World Lit II	Eng 2311 Amer Lit I	Eng 2312 Amer Lit II	Eng 2313 Brit Lit I	Eng 2314 Brit Lit II
<i>% taking course</i>	100.0 731/731	7.1 52/731	7.1 52/731	12.2 89/731	8.2 60/731	10.1 74/731	7.1 52/731
<i>% with C or better</i>	66.9 489/731	67.3 35/52	67.3 35/52	75.3 67/89	71.7 43/60	60.8 45/74	69.2 36/52
<i>% with A</i>	16.4 120/731	19.2 10/52	19.2 10/52	18.0 16/89	11.7 7/60	9.5 7/74	15.4 8/52
<i>% with B</i>	29.0 212/731	44.2 23/52	23.1 12/52	32.6 29/89	30.0 18/60	23.0 17/74	25.0 13/52
<i>% with C</i>	21.5 157/731	3.8 2/52	25.0 13/52	24.7 22/89	30.0 18/60	28.4 21/74	28.8 15/52
<i>% with D</i>	5.2 38/731	1.9 1/52	7.7 4/52	7.9 7/89	6.7 4/60	9.5 7/74	3.8 2/52
<i>% with F/W only</i>	27.9 204/731	30.8 16/52	25.0 13/52	16.9 15/89	21.7 13/60	29.7 22/74	26.9 14/52
<i>% with no repeats</i>	78.0 570/731	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
<i>% with no repeats who passed with C or better</i>	69.6 397/570	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
<i>% with at least 1 repeat</i>	22.0 161/731	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
<i>% with at least 1 repeat who passed with C or better</i>	57.1 92/161	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>

Table XII: Learning Outcomes Baseline Data for Initial Bottleneck Courses, Spring 2006

• Statistics in these tables are based on samples of students enrolled in the selected bottleneck courses in Spring 2006. They are not cumulative. The sample size is denoted by *n*. The major assessment for Math 1301 is a comprehensive, multiple-choice final exam. The major assessment for Eng 1302 is a college-level research paper.

Spring 2006	Math 1301 College Alg	Eng 1302 Frosh Comp II
<i>% with at least one recorded grade</i>	93.9 (<i>n</i> =592)	91.8 (<i>n</i> =622)
<i>% taking/submitting “major” assessment</i>	68.6 (<i>n</i> =592)	65.8 (<i>n</i> =622)
<i>% with at least grade 70 on major assessment</i>	27.4 (<i>n</i> =406)	51.8 (<i>n</i> =409)
<i>% below grade 50 on major assessment</i>	14.5 (<i>n</i> =406)	8.2 (<i>n</i> =409)
<i>Major assessment average grade</i>	62.1 (<i>n</i> =406)	74.5 (<i>n</i> =409)
<i>% taking/submitting major assessment who passed with C or better</i>	74.1 (<i>n</i> =406)	93.9 (<i>n</i> =409)

Math 1301	Learning Objective A	Learning Objective B	Learning Objective C	Learning Objective D	Learning Objective E
<i>% of paid students mastering learning objective*</i>	45 (<i>n</i> =592)	42 (<i>n</i> =592)	39 (<i>n</i> =592)	41 (<i>n</i> =592)	41 (<i>n</i> =592)
<i>% taking/submitting “major” assessment mastering learning objective*</i>	66 (<i>n</i> =406)	61 (<i>n</i> =406)	56 (<i>n</i> =406)	60 (<i>n</i> =406)	60 (<i>n</i> =406)

Eng 1302	Learning Objective A	Learning Objective B	Learning Objective C	Learning Objective D	Learning Objective E
<i>% of paid students mastering learning objective†</i>	52 (<i>n</i> =622)	52 (<i>n</i> =622)	52 (<i>n</i> =622)	52 (<i>n</i> =622)	52 (<i>n</i> =622)
<i>% taking/submitting “major” assessment mastering learning objective†</i>	79 (<i>n</i> =409)	79 (<i>n</i> =409)	79 (<i>n</i> =409)	79 (<i>n</i> =409)	79 (<i>n</i> =409)

*Each question on the comprehensive final exam was mapped to one of the selected learning objectives. The number of students mastering a particular objective is estimated as follows. The total points awarded to all students for all questions corresponding to the given objective was divided by the total points available for the corresponding questions (assuming everyone initially enrolled had taken the final exam). This ratio was then multiplied by the number of paid students. Estimates in the second row are computed in a corresponding manner.

†Estimates based on the number of students who scored a cumulative grade of 70 or better on the research paper.

APPENDIX 2: SAMPLE ASSESSMENT INSTRUMENTS

ENG 1302 LEARNING OUTCOMES SURVEY FORM
For Program Evaluation Only

Please complete this sheet for each section of English 1302 that you are teaching and turn it in to the English staff in S-1045 when you submit your final grades or earlier.

1. Faculty Name _____ CRN _____ Semester _____

2. Number of students on online grade sheet _____

3. Number of students with at least one recorded grade
(homework, quiz, test, etc.) _____

4. Number of students submitting research paper _____

5. Number of students who scored '50' or less (or
equivalent) on the research paper _____

6. Number of students who passed the research paper with
'70' or better (or equivalent) _____

7. Number of students who submitted the research paper
and received 'F' for the course _____

8. Average of grades on research paper for this section
(100 point scale) _____

9. Course grade distribution for this section:

LETTER GRADE	NUMBER OF STUDENTS
--------------	--------------------

'A'	_____
'B'	_____
'C'	_____
'D'	_____
'F'	_____
'W'	_____

10. Number of students who had more absences than
your syllabus allowed _____

11. FOR THE FIVE SELECTED LEARNING OBJECTIVES FOR THIS COURSE, PLEASE INDICATE THE NUMBER OF STUDENTS FROM ITEM 2 THAT DEMONSTRATED SATISFACTORY MASTERY OF THIS OBJECTIVE ON THE RESEARCH PAPER, ACCORDING TO THE COMMON GRADING RUBRIC

- A. Develop a unified, organized, coherent argument _____
- B. Critically analyze and evaluate five to ten sources _____
- C. Integrate ideas from sources through effective summary, paraphrase, and quotation _____
- D. Document ideas in MLA style, accurately acknowledging sources and avoiding plagiarism _____
- E. Use language appropriate for academic writing at the college level _____

12. PLEASE SIGN AND DATE. THANKS FOR YOUR COOPERATION.

SIGNED
REVISED: 30 July 2006

DATE

HIST 1305 LEARNING OUTCOMES SURVEY FORM
For Program Evaluation Only

Please complete this sheet for each section of Hist 1305 that you are teaching and turn it in to the office staff in S-625 when you submit your final grades or earlier.

1. NAME _____ CRN _____ SEMESTER _____
2. NUMBER OF STUDENTS ON ONLINE GRADE SHEET _____
3. NUMBER OF STUDENTS WITH AT LEAST ONE RECORDED GRADE (HOMEWORK, QUIZ, TEST, ETC.) _____
4. NUMBER OF STUDENTS TAKING FINAL EXAM _____
5. NUMBER OF STUDENTS WHO SCORED BELOW '50' ON THE FINAL EXAM _____
6. NUMBER OF STUDENTS WHO PASSED THE FINAL EXAM WITH '70' OR BETTER _____
7. NUMBER OF STUDENTS WHO TOOK THE FINAL EXAM AND RECEIVED 'F' FOR THE COURSE _____
8. FINAL EXAM AVERAGE _____

9. COURSE GRADE DISTRIBUTION	
LETTER GRADE	NUMBER OF STUDENTS
'A'	_____
'B'	_____
'C'	_____
'D'	_____
'F'	_____
'W'	_____

10. FOR THE FIVE SELECTED LEARNING OBJECTIVES FOR THIS COURSE, PLEASE INDICATE THE NUMBER OF STUDENTS FROM ITEM 2 THAT DEMONSTRATED MASTERY OF THIS OBJECTIVE ON THE FINAL EXAM.

(Total points awarded for corresponding questions/Total points available for corresponding questions)*(Number of students from item 2)

- A. The motives for European colonization of the Americas _____
- B. The social, political, and economic development of the colonial era _____
- C. The origins, development, and politics of slavery _____
- D. The social, political, and economic development of the antebellum era _____
- E. Territorial expansion, diplomacy, and war _____
- F. The civil war and reconstruction _____

11. PLEASE SIGN AND DATE. THANKS FOR YOUR COOPERATION.

SIGNED _____ DATE
REVISED: Summer 2006

MATH 1301 LEARNING OUTCOMES SURVEY FORM

Please complete this sheet for each section of Math 1301 that you are teaching and turn it in to the CMS office secretaries when you submit your final grades.

Use the enclosed Item Analysis form to capture the grading results for the final exam. Use this information to complete Item 10. It needs to be run after all scantron forms for the class have been graded. Please turn it in with this completed sheet.

- 1. NAME _____ CRN _____ SEMESTER _____
- 2. NUMBER OF STUDENTS ON ONLINE GRADE SHEET _____
- 3. NUMBER OF STUDENTS WITH AT LEAST ONE RECORDED GRADE (HOMEWORK, QUIZ, TEST, ETC.) _____
- 4. NUMBER OF STUDENTS TAKING FINAL EXAM _____
- 5. NUMBER OF STUDENTS WHO SCORED BELOW '50' ON THE FINAL EXAM _____
- 6. NUMBER OF STUDENTS WHO PASSED THE FINAL EXAM WITH '70' OR BETTER _____
- 7. NUMBER OF STUDENTS WHO TOOK THE FINAL EXAM AND RECEIVED 'F' FOR THE COURSE _____
- 8. FINAL EXAM AVERAGE (100 point scale) _____

9. COURSE GRADE DISTRIBUTION

LETTER GRADE	NUMBER OF STUDENTS
'A'	_____
'B'	_____
'C'	_____
'D'	_____
'F'	_____
'W'	_____

10. FOR THE SELECTED LEARNING OBJECTIVES FOR THIS COURSE, PLEASE INDICATE THE NUMBER OF STUDENTS FROM ITEM 2 THAT DEMONSTRATED MASTERY OF THIS OBJECTIVE ON THE FINAL EXAM.

(Total points awarded for corresponding questions/Total points available for corresponding questions)*(Number of students from item 2)

- A. Model problems using elementary mathematical tools such as functions, relations, and equations _____

- B. Manipulate and examine these elementary models effectively
 - Determine key properties of functions and relations from various representations _____
 - Evaluate function notation properly _____
 - Convert functions and relations between various representations _____
 - Solve equations, inequalities, and linear systems _____

- C. Reason appropriately from models to draw conclusions
 - Categorize functions and relations into various families by the type of expression or other key properties _____
 - Recognize important common properties of function and relation families _____

- D. Interpret results intelligently in the problem context
 - Apply key properties of functions and relations to answer practical questions _____
 - Interpret function notation properly _____

- E. Use mathematics as a language to communicate ideas efficiently
 - Use function notation properly _____
 - Use set notation properly _____

11. PLEASE SIGN AND DATE. THANKS FOR YOUR COOPERATION.

SIGNED

DATE

REVISED: Summer 2006

**UNIVERSITY OF HOUSTON-DOWNTOWN
STUDENT OPINION OF COURSE AND INSTRUCTION – Part II**

Your opinion regarding this course is important to the university and your instructor. Please take a few minutes to complete this survey.

DIRECTIONS

1. Use a #2 pencil.
2. Do not write your name on the survey.
3. Read each question carefully and answer honestly.
4. Do not discuss your responses with your classmates during the survey. We are interested in your INDIVIDUAL opinion.
5. If you cannot respond to a question, leave it blank.
6. Please write additional comments related to the questions on this survey in the space provided at the end of the survey (on the back).

Information collected from the class surveys will be given to your instructor AFTER the semester ends. Thank You.

SECTION I: Background Questions

1. My classification is:
(a) Freshman (b) Sophomore (c) Junior (d) Senior (e) Post-Baccalaureate
2. This course is:
(a) Required in my major (b) Required, not in my major (c) An elective
3. The grade I currently have in this course is:
(a) A (b) B (c) C (d) D (e) F
4. My GPA to date is:
(a) Under 2.5 (b) 2.5-2.99 (c) 3.0-3.49 (d) 3.5 and above

SECTION II: Questions About Engagement

In your experience in this course, about how often have you done each of the following? Use the following scale: (a) very often (b) often (c) sometimes (d) not often (e) never

5. Asked questions in class or contributed to class discussions
6. Made a class presentation
7. Did not complete readings or assignments before class
8. Paid attention to lecture
9. Understood the instructor's lecture
10. Participated in class activities (other than lecture) that required close attention
11. Worked with other students on activities, assignments, or projects during class
12. Worked with other students outside of class to prepare class assignments
13. Participated in a service learning project as part of the course
14. Used the Internet (chat group, Web CT, instant messaging, Web searches, etc.) to complete an assignment
15. Used e-mail to communicate with the instructor or tutor
16. Felt a sense of friendliness and belonging in the class
17. Discussed the course with others (students, family members, co-workers, etc.) outside of class

SECTION III: Questions About Homework

18. In a typical week, how many homework assignments did you complete?
Use the following scale: (a) none (b) 1-2 (c) 3-4 (d) 5-6 (e) more than 6

SECTION IV: Questions About Procedure

- 19. Other students made comments while the class was taking this survey. (a) Yes (b) No
- 20. The instructor was present while the class was responding to this survey. (a) Yes (b) No
- 21. Please add your written comments related to the questions on this survey in the next section.

SECTION V: Comments

SEMESTER: _____ **INSTRUCTOR:** _____ **COURSE & CRN:** _____

UHD Student Assessment of Supplemental Instruction Program (SI)

Course Name: _____ Instructor: _____
Course CRN: _____ SI Leader: _____

Our SI program will only get better by collecting valuable input from students like you. Please help us make this program as effective as possible by honestly completing this survey. Your comments are strictly for our information and will in no way influence your grade. Use a #2 pencil. Do not write your name on the survey. Do not discuss your responses with your classmates during the survey. We are interested in your INDIVIDUAL opinion. If you cannot answer a question, leave it blank. You may use the back of this sheet to make additional comments.

I. If you have attended even one SI session, please begin here. If not, skip to part III.

1. How many sessions have you attended? (a) 1-3 (b) 4-6 (c) 7-9 (d)10+
2. Have the sessions been helpful? (a) Yes (b) No
What has helped you the most? _____

3. What grade do you expect to earn in this course? (a) A (b) B (c) C (d)D (e) F
4. I believe I did better in this class because of attending SI sessions. (a) Yes (b) No
5. I would like to take other classes that provide SI leaders. (a) Yes (b)No
6. As a result of SI, I study more effectively. (a) Yes (b)No
7. Give the SI sessions a final grade. (a) A (b) B (c) C (d) D (e) F
Please explain your reasoning. _____

II. The SI Leader

8. It was helpful to have the SI leader in class with us. (a) Yes (b) No
9. The SI leader was knowledgeable about subject matter. (a) Yes (b) No
10. The SI leader was prepared for study sessions. (a) Yes (b) No
11. The SI leader was concerned about my learning. (a) Yes (b) No
12. The SI leader helped me prepare for tests/homework/projects. (a) Yes (b) No

If you are interested in becoming an SI leader for this or other courses, fill in the following information:

Name and email address: _____
Phone number: _____ Course: _____ Instructor: _____

III. If you have NOT attended SI sessions, please begin here.

13. Please indicate main the reason you have not attended SI sessions.
(a) I wanted to but couldn't. The session time conflicted with other courses or work.
(b) I didn't feel it was necessary.
(c) I have been to similar kinds of study sessions and didn't find them helpful.
(d) I intended to but couldn't find the time.
(e) Other, please explain. _____

IV. Comments Section

UHD Faculty Feedback on Supplemental Instruction Program (SI)

Course Name: _____ Instructor: _____
Course CRN: _____ SI Leader: _____

(Circle your answers)

- | | | |
|--|-----|----|
| 1. Was it helpful to have the SI leader in class? | Yes | No |
| 2. Was the SI leader knowledgeable about the subject matter? | Yes | No |
| 3. Was the SI leader concerned about student learning? | Yes | No |
| 4. Would you request an SI leader for future/other classes? | Yes | No |
| 5. Would you recommend requesting an SI leader to other faculty? | Yes | No |
| 6. Were you satisfied with the schedule of SI session times and locations? | Yes | No |
| 7. Did the SI leader attend all class sessions? | Yes | No |
| 8. Was the SI leader supportive of the SI program and the course? | Yes | No |

8a. If yes, in what ways?

8b. If no, what could have helped?

9. What did you find most frustrating about SI?

10. What did you find most helpful about SI?

11a. How would you rate your SI leader experience?

Excellent Good Fair Poor

11b. What could have made the experience better?

12. How would you rate the overall effectiveness of the SI component of your course?

Excellent Good Fair Poor

13. Did you use any particular techniques or incentives to encourage students to attend the SI sessions? If so, please describe. Were these techniques or incentives helpful?

14. Did you employ your SI leader to help carry out any in-class activities, such as lab activities or collaborative learning activities? If so, please describe.

**University of Houston-Downtown
Supplemental Instruction Program (SI)
SI Leader Assessment of SI Program**

SI Leader Name: _____ Date: _____

As part of UH-Downtown's assessment of its Supplemental Instruction Program, we ask you to please provide feedback about your experience as a Supplemental Instruction Leader by answering the following questions. All responses will be kept confidential. Thank you for your time and assistance.

1. Which of the following best describes what you see as **your strengths as an SI Leader**? Check all that apply:

- a. Knowledgeable of the subject matter and course
- b. Skillful in integrating strategies on how to learn into course content
- c. Well prepared and organized during sessions
- d. Supportive in helping students formulate their own questions
- e. Clear in my explanations
- f. Patient in working with students who need more assistance

2. I feel positive **about the amount and quality of the supervision** I received from the SI Coordinator.

- a. Strongly agree
- b. Somewhat agree
- c. Neutral
- d. Somewhat disagree
- e. Strongly disagree

3. I feel positive **about the amount and quality of the supervision** I received from the course instructors.

- a. Strongly agree
- b. Somewhat agree
- c. Neutral
- d. Somewhat disagree
- e. Strongly disagree

4. As a result of being an SI Leader, I am more confident about **expressing myself** in oral presentations.

- a. Strongly agree
- b. Somewhat agree
- c. Neutral
- d. Somewhat disagree
- e. Strongly disagree

5. As a result of being an SI Leader, I have **strengthened my own study skills/habits**.

- a. Strongly agree
- b. Somewhat agree
- c. Neutral
- d. Somewhat disagree
- e. Strongly disagree

6. As a result of being an SI Leader, I have **strengthened my knowledge of the subject matter in these courses**.

- a. Strongly agree
- b. Somewhat agree
- c. Neutral
- d. Somewhat disagree
- e. Strongly disagree

7. On the whole, what was the **most rewarding aspect** of your position as SI Leader?

8. What was the **least rewarding aspect** of your position as SI Leader?

9. What would have made the experience better?

10. What is your GPA? _____

11. What is your major? _____

12. What are your current plans following graduation?

Thank you for taking the time to fill out this survey. **Return it to the SI Coordinator in Room S-405.**

Sample Pre- and Post-test for UHD Policies and Procedures

1. What placement test does UHD use and what does it evaluate?
2. What should I consider when I'm deciding how many credit hours to take each semester?
3. What are course prerequisites and why are they important?
4. What is the process for officially dropping a class?
5. What are the benefits of maintaining a 2.0 or higher Grade Point Average (GPA)?
6. What is the purpose of the Texas Success Initiative (TSI)?
7. What is available in Career Services in addition to job information?
8. Who are the students in University College and how do they get approved and registered for classes?
9. Where is the Academic Support Center and what type of assistance does it offer?
10. What is the minimum number of credit hours a student needs to declare a major?
11. What does the phrase "core classes" mean at UHD?

QEP Questions

The University is about to implement a new Quality Enhancement Plan or QEP. One part of this plan focuses on improving the services and information that is provided to new students. Your answers to the following questions will help us identify what some of the problem areas that new students face from your perspective. Your help in this activity will be very much appreciated.

1. What was your initial reaction to UHD when you first enrolled. . .what were your first few weeks here like . . . what were the things that went well and what were the things that went not so well?
2. What do you know now that you wish you had known or understood earlier during your career here at UHD?
3. How would you rate both the quantity and quality of the information the University provides -
4. Are there specific skills or habits that you believe would make you better students?
5. Based on your experience, what advice would you give to students who will be coming to UHD for the first time in the fall about what they need to do to make the most out of their college experience?

APPENDIX 3: SUMMARY OF FACULTY SURVEY RESULTS

Faculty input into implementation of the Quality Enhancement Plan (administered July 2006)

TRANSITIONAL PROGRAMS INITIATIVE

Table 1

Frequency of responses to "What academic element would you consider to be most supportive of student success in the class classroom? (select all that apply)"

(n = 102)

Strategy	Frequency (percentage)
Workshops on study skills, time management and text anxiety	83 (81.4)
Demonstrations by faculty and peer tutors from the Academic Support Center	49 (48)
Presentations by faculty scholars in the coffee house, followed by Q & A	26 (25.5)
Designated day to promote the principles of General Education curriculum	18 (17.6)
Invited poetry readings, followed by open-mike sessions	11 (10.8)
Other (interactions with faculty, presentations by community leaders, low class size, tutorials/labs, research presentations by students, etc.)	19 (18.6)

Table 2

Frequency of responses to "Which of the following would be most valuable for orientation programs for UHD freshmen? (select all that apply)"

(n = 98)

Strategy	Frequency (percentage)
Group building activities (e.g., for students registered in same courses)	61 (62.2)
Introduction of a common reading (book, article, or essay) to be discussed in subsequent events or courses	42 (42.9)
Reception for family	38 (38.8)
Field trip related to coursework	29 (29.6)
Student convocation	26 (26.5)
Service learning component	17 (17.3)
Other (goal setting, review of expectations, information on services available, general orientation to the university, information on "how to be a college student", introduction to academic work by sophomores and faculty, testing for placement)	16 (16.3)

Table 3

Frequency of responses to "In which of the following activities would you be willing to participate? (select all that apply)"

(n = 96)

Strategy	Frequency (percentage)
Contribute to a list of best practices in acculturating students to the university experience	49 (51)
Link a class assignment with an academic element of Welcome Week	43 (44.8)
Involve students as paraprofessional in one of your classes	41 (42.7)
Attend a student convocation	30 (31.3)
Serve as a member of the Welcome Week council	22 (22.9)
I would not like to participate	5 (5.2)
Other (what is needed, present an overview of academic success, teach specific workshop – e.g., writing skills, host table on major/minor)	5 (5.2)

Table 4

Frequency of responses to "On an interactive web site designed to provide students with information in an interactive way, which of the following elements do you consider valuable? (select all that apply)"

(n = 101)

Element	Frequency (percentage)
Interactive modules for study skills, time management, and test anxiety	83 (81.2)
Scenarios involving issues of academic honesty and university expectations	75 (74.3)
Pre-orientation modules such as preparing to take the placement exam, followed by practice questions and answers	66 (66.3)
Online orientation to transfer students	62 (61.4)
Simulations, perhaps incorporating some game elements, of processes such as admissions, advising, and registration	39 (38.6)
Other (simple of navigate, some face-to-face sessions too, expectations of professors for college-level writing and other skills)	3 (3)

ACTIVE LEARNING INTERVENTIONS INITIATIVE

Table 5

Frequency of responses to "Which of the student engagement/active learning strategies do you currently use in your courses? (select all that apply)
(n = 100)

Strategy	Frequency (percentage)
Individual investigative or research projects (including case studies)	78 (78)
In-class presentations (individual and group)	77 (77)
Group projects	70 (70)
Collaborative learning	69 (69)
Peer evaluation/editing	53 (53)
In-class lab activities	44 (44)
Online homework assignments	43 (43)
Student choices in class activities	42 (42)
Field experience	29 (29)
Faculty-student research projects	15 (15)
Audience response systems	12 (12)
Service learning	12 (12)
Course casting or streaming media	6 (6)
Other (handouts on WebCT, discussions, class assignments, group analysis, pen pal with students from other countries, Socratic method, client-based projects)	10 (10)

Table 6

Frequency of responses to "Which of the strategies do you think would be most beneficial to your courses? (select all that apply)"

n = 98

Strategy	Frequency (percentage)
In-class presentations (individual and group)	70 (71.4)
Collaborative learning	66 (67.3)
Individual investigative or research projects (including case studies)	65 (66.3)
Group projects	61 (62.2)
Peer evaluation/ editing	55 (56.1)
Student choices in class activities	43 (43.9)
Field experience	41 (41.8)
Online homework activities	41 (41.8)
In-class lab activities	37 (37.8)
Faculty-student research projects	35 (35.7)
Audience response systems	21 (21.4)
Service learning	18 (18.4)
Course casting or streaming media	9 (9.2)
Other (internships, invited guest lectures, discussion of periodicals, client-based projects, reflective practice in field work, group analysis, getting students to attend classes)	6 (6.1)

Table 7

Frequency of responses to "Which of these strategies would you like to learn more about? (select all that apply)"

N - 85

Strategy	Frequency (percentage)
Audience response systems	49 (57.6)
Course casting or streaming media	32 (37.6)
Service learning	28 (32.9)
Collaborative learning	19 (22.4)
Online homework activities	18 (21.2)
Peer evaluation/ editing	14 (16.5)
Faculty-student research projects	14 (16.5)
Field experience	12 (14.1)
Student choices in class activities	10 (11.8)
In-class lab activities	9 (10.6)
Group projects	8 (9.4)
In-class presentations (individual and group)	8 (9.4)
Individual investigative or research projects (including case studies)	6 (7.1)
Other (Other options using WebCT, technology-enhanced conferencing, collaborative work/writing)	3 (3.5)

Table 8

Frequency of responses to “Which of the following methods do you think would be most effective in educating the faculty about contemporary student engagement/active learning strategies? (select three)”
(n = 98)

Method	Frequency (percentage)
Discipline-specific, intradepartmental or intracollege seminars financed by the QEP	70 (71.4)
Invited speakers or specialists that may appeal to the broad university community	53 (54.1)
Observation of peers in active learning courses	39 (39.8)
Assessment strategies to evaluate interventions in classrooms	30 (30.6)
Online newsletters or web sites	27 (27.6)
Symposia conducted by QEP personnel that may appeal to the broad university community	27 (27.6)
E-mail group communications	19 (19.4)
Designated resource materials in library	18 (18.4)
Other (one-on-one guidance/mentoring, team teaching, smaller class sizes leading to increased interaction between faculty and students, open forums by students to present concerns to faculty)	5 (5.1)

Table 9

Frequency of responses to “Which of the following incentives do you think would be most likely to encourage faculty participation in the Active Learning Interventions initiative of the QEP, as described above? (select three)”
(n = 98)

Incentives	Frequency (percentage)
Release time for curriculum development	69 (70.4)
Stipends for curriculum development	63 (64.3)
Smaller class sizes for sections using active learning strategies	61 (62.2)
Recognition in rank and tenure decisions	33 (33.7)
Working with other faculty in same discipline to revise courses	29 (29.6)
Recognition on merit evaluations	26 (26.5)
Working with other faculty in other disciplines to revise courses	10 (10.2)
Other (Stipends for mentor-mentee, learn more technology of today)	2 (2)

Table 10

Frequency of responses to "What do you think are the most serious barriers to faculty participation in the Active Learning Interventions initiatives of the QEP, as described above? (select three)"
(n = 100)

Barriers	Frequency (percentage)
Faculty workload	88 (88)
Large class sizes	60 (60)
Lack of faculty support resources, such as faculty development funds	42 (42)
Lack of recognition in rank and tenure decisions	29 (29)
Lack of perceived relevance to my teaching	25 (25)
Lack of recognition on merit evaluations	22 (22)
Lack of opportunities for publication	14 (14)
Lack of technology resources	9 (9)
Lack of student support resources, such as academic advising	7 (7)
Other (information too complex or based in other disciplines, lack of interest in this, lack of faith in students' ability to learn, consideration of this as the latest fad, no recognition or support by administration, differing expectations of faculty (tenured vs. untenured), obsolete methods of teaching	8 (8)

EXPANDED SUPPLEMENTAL INSTRUCTION (SI) INITIATIVE

Table 11

Frequency of responses to "Have you taught using Supplemental Instruction (SI) models (at UHD or elsewhere)? (select one)"
(n= 97)

Experience with SI	Frequency (percentage)
No	71 (73.2)
Yes	26 (26.8)

Table 12

Frequency of response to "As the Supplemental Instruction (SI) program broadens within the university, which of the following do you consider most important to its success? (select all that apply)"
(n = 95)

Factors	Frequency (percentage)
Training for faculty in the making the most effective use of SI leaders	68 (71.6)
Ongoing training for SI leaders in instructional strategies	59 (62.1)
Intensive two-day workshop for SI student leaders before the semester begins	51 (53.7)
Support for SI student/faculty presentations at conferences	34 (35.8)
Review of the learning theory upon which the SI program is based	34 (35.8)
Presentations on differences approaches to SI worldwide	27 (28.4)
Other (information about availability of SI and initiating implementation in classroom, incentives for adopting, more information on the need for this initiative, information on nature of SI)	5 (5.3)

Two open-ended questions regarding the implementation of these three initiatives were asked. Approximately 45% of the respondents wrote answers to these two questions.

In response to the open-ended question specific to SI (*What is the single-most important consideration in the implementation of SI?*), comments pertained to reduction of workload, effective incentives for faculty and SI leaders, clarification of the roles of supplemental instructors, ensuring high quality (including insistence that SIs attend classes, keep office hours), training for SI leaders, creating a culture of academic excellence (and not what is on the test), a demonstration of need for SI, qualification and dedication of supplemental instructors.

GENERAL COMMENTS

In response to a general question soliciting comments (*What additional considerations would you like us to keep in mind in implementing Transitional, Active Learning, and/or Supplemental Instruction Interventions?*), faculty again emphasized the important of reduction of workload (lower class caps, fewer classes to teach, more time), training/awareness of the pedagogical principles underlying active learning, need for a higher status given to peer tutors in general, funding support for SI, considerations of course rigor in implementation of SI, refrain from making SI or other interventions mandatory, clearly explaining (beyond jargon) what these initiatives mean, faculty forums to share ideas (with individual guidance, time for Q and A), support and knowledge of assessment information/practices.

The richness of faculty comments can be addressed best by consideration of these comments verbatim. The QEP Council and other faculty leaders will have access to the comments in addition to the summary of responses provided in this document.