

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) Additional salary for tutors/SI leaders/ambassadors (8 for 6 hours for 5 days at \$10.00 per hour plus benefits) Book certificates for participants Materials, including 3-ring folders and academic planners Lunch and light breakfast refreshments for 5 days Printing, copying, and mailing costs 	<ul style="list-style-type: none"> \$7,280 \$3,120 \$11,000 \$2,800 \$8,800 \$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"> Materials 	<ul style="list-style-type: none"> \$1,000
	<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"> Assessment materials 	<ul style="list-style-type: none"> \$2,000

	<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) 	<ul style="list-style-type: none"> \$7,800 (\$2,000 plus benefits each)
		<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"> Development funds for the three bottleneck courses 	<ul style="list-style-type: none"> \$18,000 (\$6,000 for each bottleneck course)

		<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 		