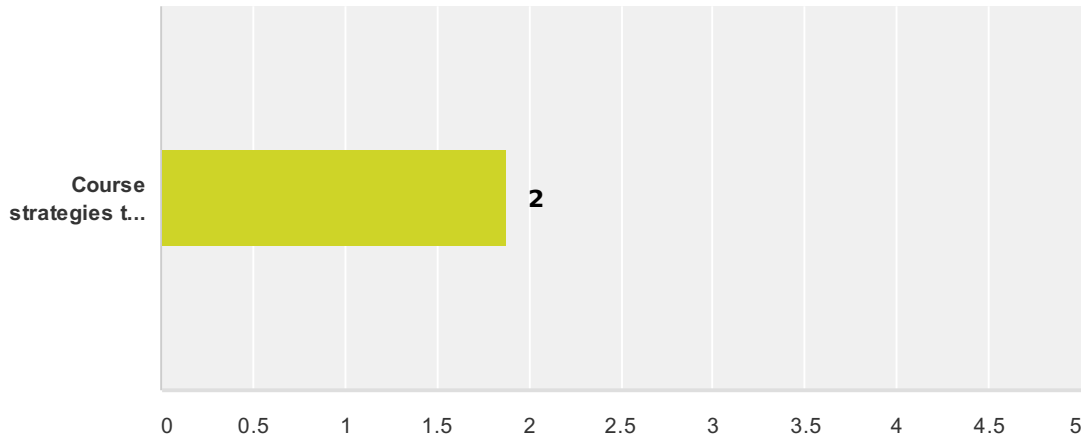


### Q1 For instructors:

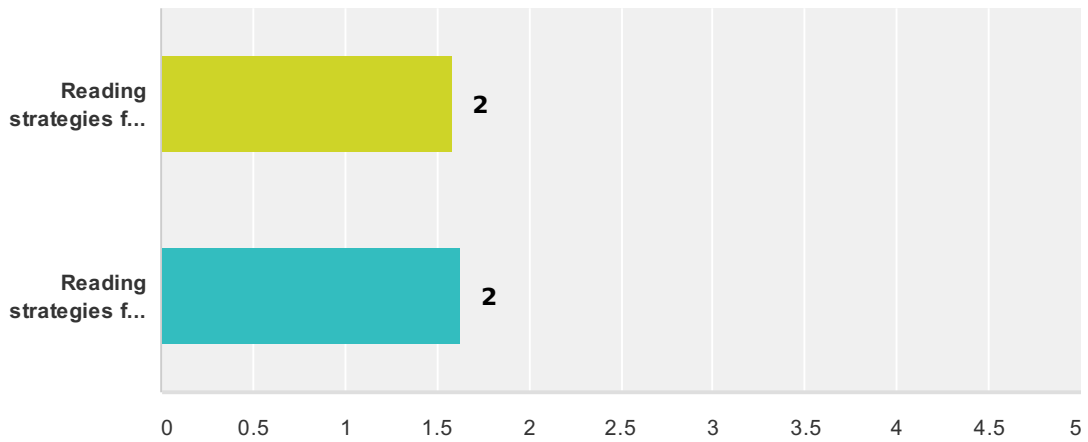
Answered: 123 Skipped: 1



	High Priority	Medium Priority	Low Priority	Unnecessary	Total	Average Rating
Course strategies that build reading skills	43.09% 53	34.15% 42	14.63% 18	8.13% 10	123	1.88

### Q2 For students:

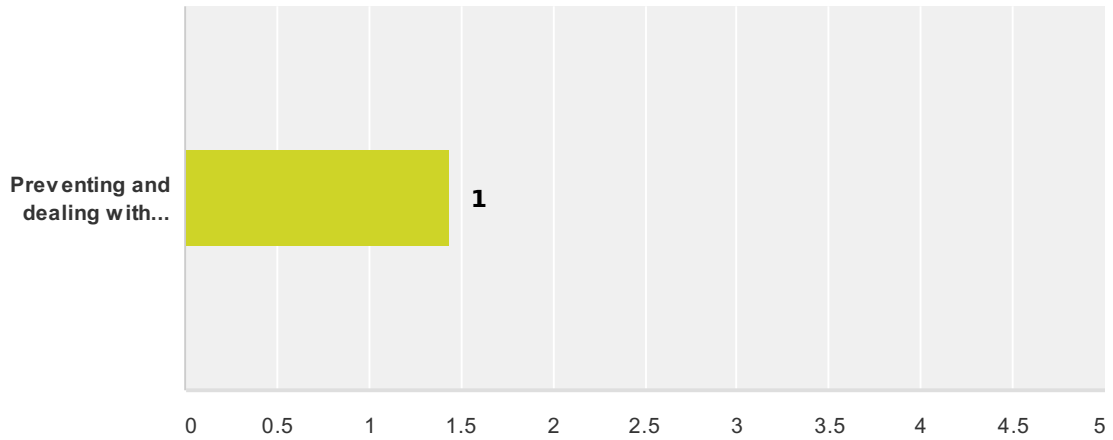
Answered: 101 Skipped: 23



	High Priority	Medium Priority	Low Priority	Unnecessary	Total	Average Rating
Reading strategies for textbooks (document and mini-lecture for posting)	53.61% 52	36.08% 35	8.25% 8	2.06% 2	97	1.59
Reading strategies for informative and persuasive text (document and mini-lecture for posting)	51.81% 43	37.35% 31	7.23% 6	3.61% 3	83	1.63

### Q3 For instructors:

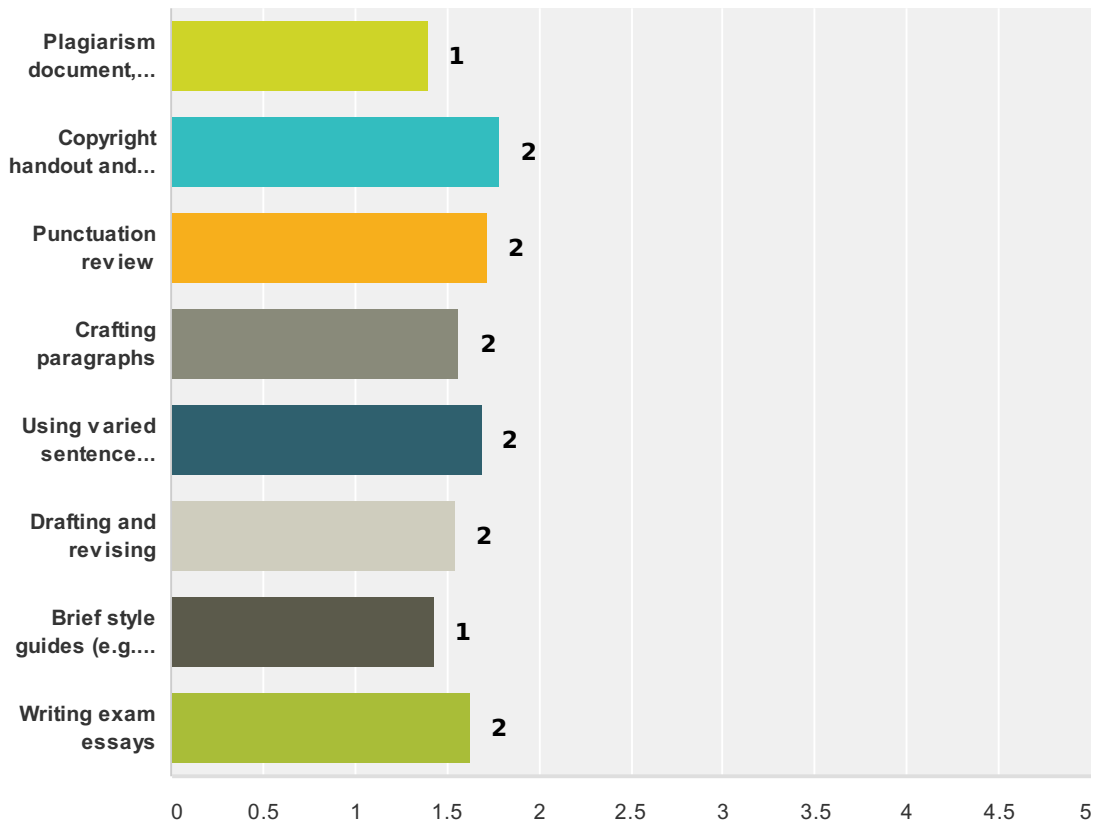
Answered: 117 Skipped: 7



	High Priority	Medium Priority	Low Priority	Unnecessary	Total	Average Rating
Preventing and dealing with plagiarism	66.67% 78	24.79% 29	6.84% 8	1.71% 2	117	1.44

### Q4 For students:

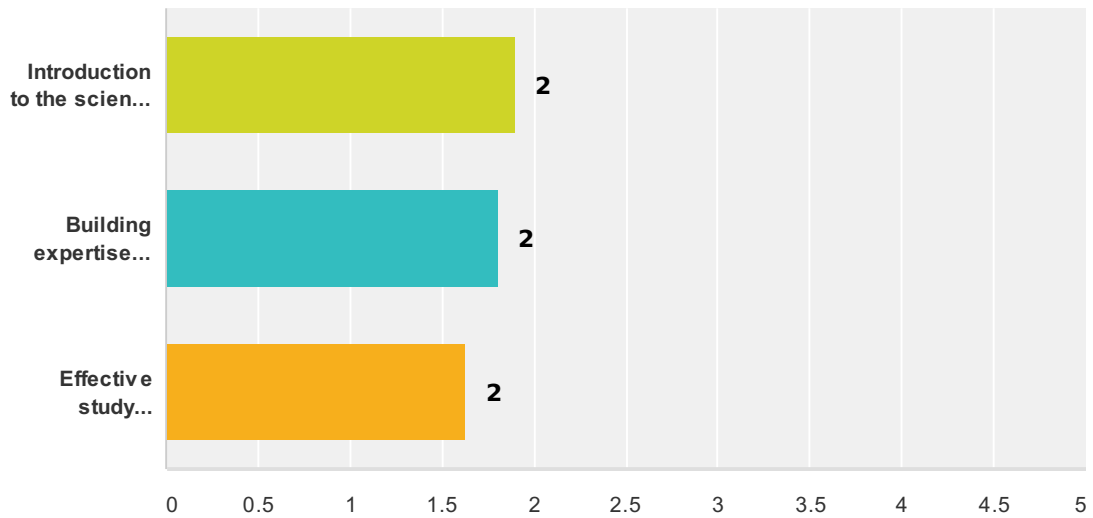
Answered: 93 Skipped: 31



	High Priority	Medium Priority	Low Priority	Unnecessary	Total	Average Rating
Plagiarism document, narrated PowerPoint presentation, and quizzes	65.93% 60	28.57% 26	5.49% 5	0.00% 0	91	1.40
Copyright handout and mini-lecture (for students preparing posters and other materials that might contain graphics, etc.)	39.33% 35	43.82% 39	15.73% 14	1.12% 1	89	1.79
Punctuation review	47.83% 44	34.78% 32	15.22% 14	2.17% 2	92	1.72
Crafting paragraphs	54.84% 51	36.56% 34	5.38% 5	3.23% 3	93	1.57
Using varied sentence structures and transition devices	48.39% 45	36.56% 34	12.90% 12	2.15% 2	93	1.69
Drafting and revising	52.69% 49	40.86% 38	6.45% 6	0.00% 0	93	1.54
Brief style guides (e.g., e-mail conventions, APA, MLA, AMA)	64.13% 59	28.26% 26	7.61% 7	0.00% 0	92	1.43
Writing exam essays	48.35% 44	42.86% 39	6.59% 6	2.20% 2	91	1.63

### Q5 For instructors and students:

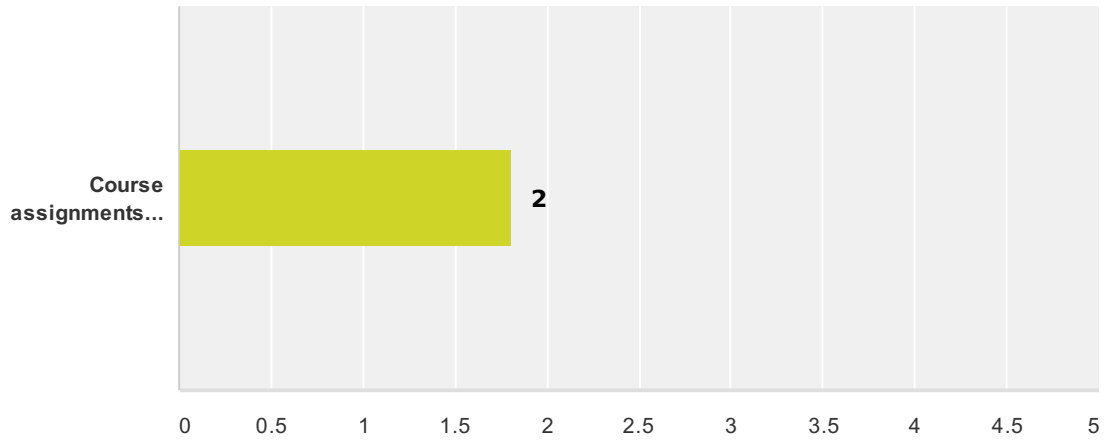
Answered: 118 Skipped: 6



	High Priority	Medium Priority	Low Priority	Unnecessary	Total	Average Rating
Introduction to the science of learning (an overview of research findings)	35.59% 42	41.53% 49	20.34% 24	2.54% 3	118	1.90
Building expertise (overview of the conditions that build expert-level skills)	37.29% 44	46.61% 55	14.41% 17	1.69% 2	118	1.81
Effective study strategies	53.91% 62	29.57% 34	15.65% 18	0.87% 1	115	1.63

### Q6 For instructors:

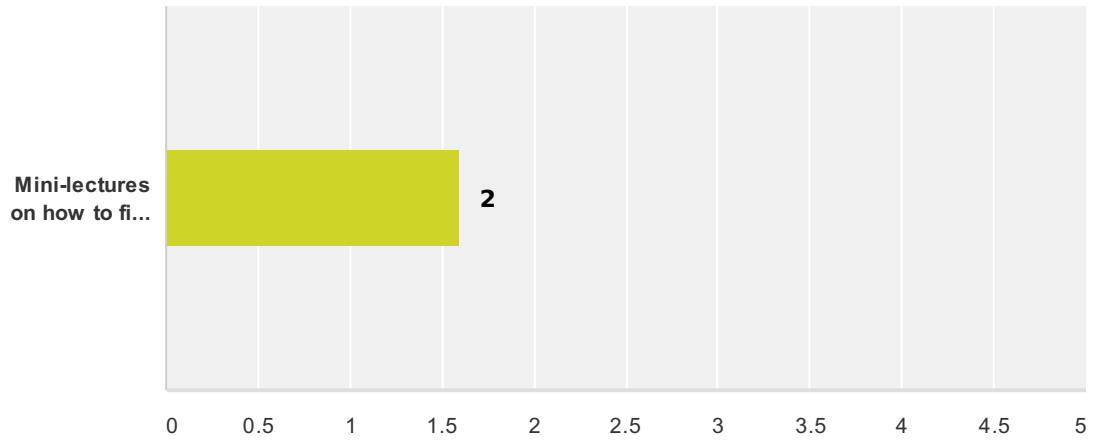
Answered: 119 Skipped: 5



	High Priority	Medium Priority	Low Priority	Unnecessary	Total	Average Rating
Course assignments that build information literacy	38.66% 46	45.38% 54	12.61% 15	3.36% 4	119	1.81

### Q7 For students:

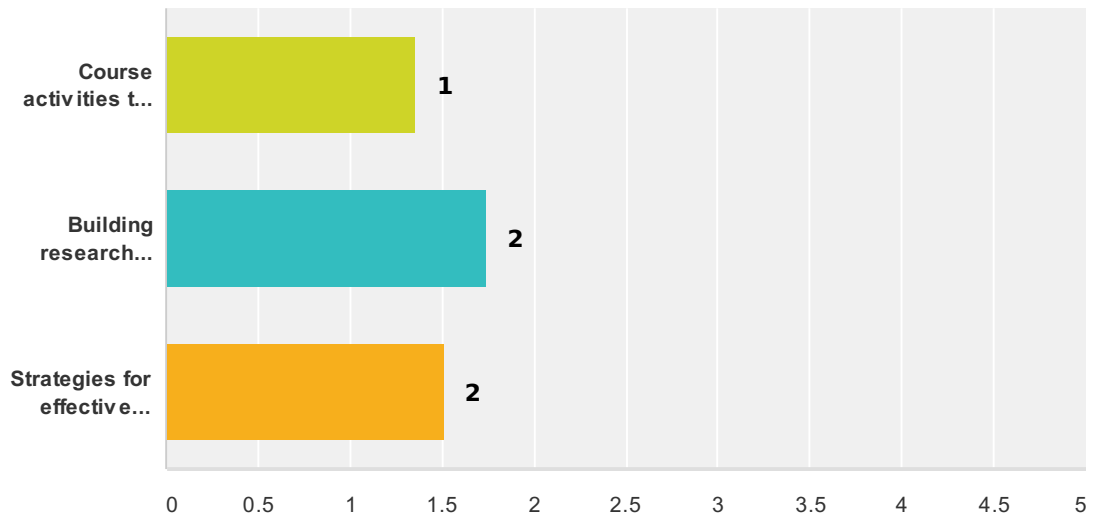
Answered: 92 Skipped: 32



	High Priority	Medium Priority	Low Priority	Unnecessary	Total	Average Rating
Mini-lectures on how to find, evaluate, and choose resources	51.09% 47	39.13% 36	8.70% 8	1.09% 1	92	1.60

### Q8 For instructors:

Answered: 119 Skipped: 5

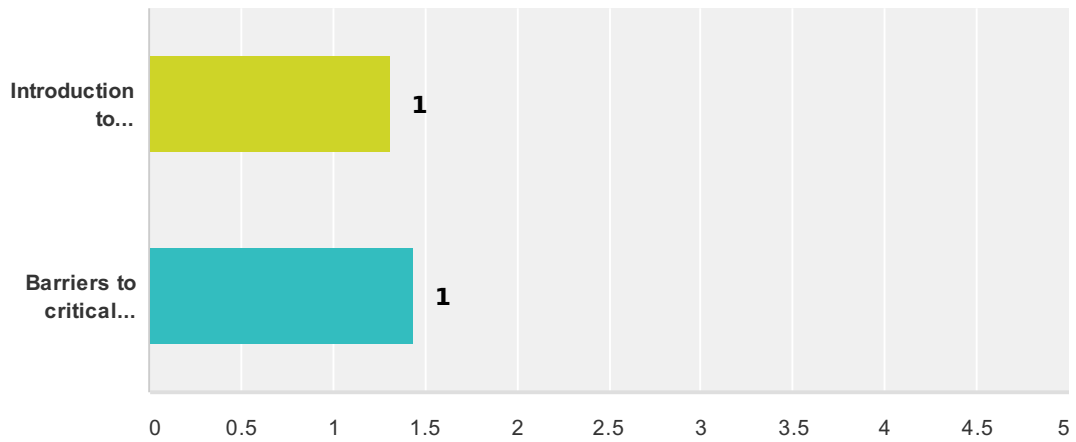


	High Priority	Medium Priority	Low Priority	Unnecessary	Total	Average Rating
Course activities that build concepts and critical thinking skills	68.91% 82	26.89% 32	3.36% 4	0.84% 1	119	1.36
Building research projects into introductory-level courses: ideas and materials templates	47.90% 57	33.61% 40	15.13% 18	3.36% 4	119	1.74
Strategies for effective in-class and online discussions	56.90% 66	37.07% 43	4.31% 5	1.72% 2	116	1.51



### Q9 For students and instructors:

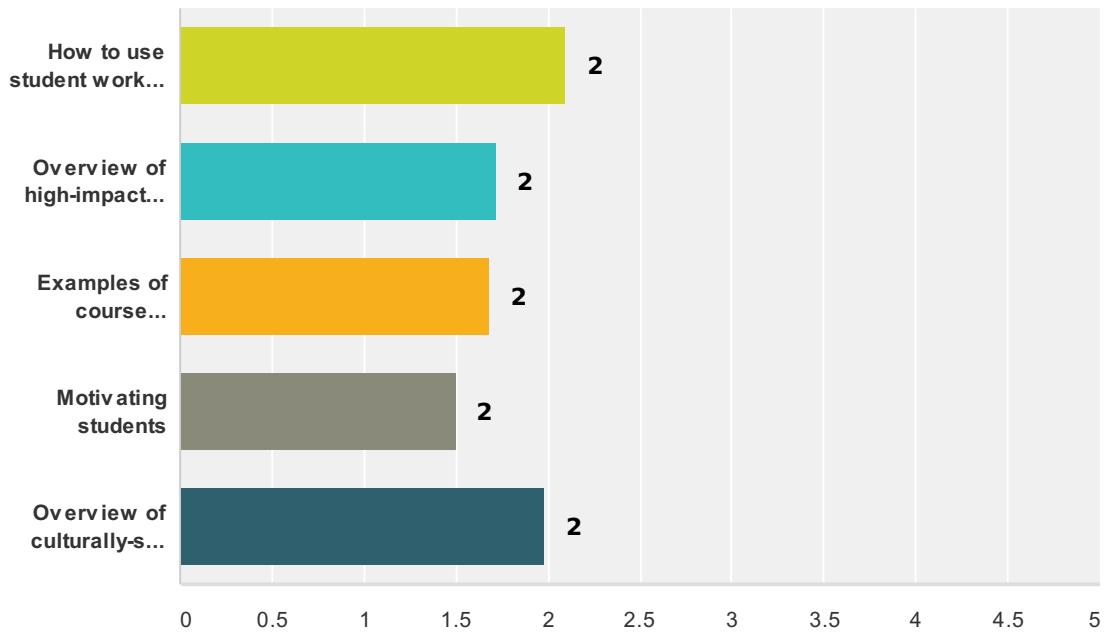
Answered: 101 Skipped: 23



	High Priority	Medium Priority	Low Priority	Unnecessary	Total	Average Rating
Introduction to problem-solving and higher-level thinking skills	70.71% 70	26.26% 26	3.03% 3	0.00% 0	99	1.32
Barriers to critical analysis (e.g., reasoning from anecdote, confusing correlation and causation, the confirmatory bias, and the availability heuristic).	65.63% 63	27.08% 26	5.21% 5	2.08% 2	96	1.44

### Q10 For instructors:

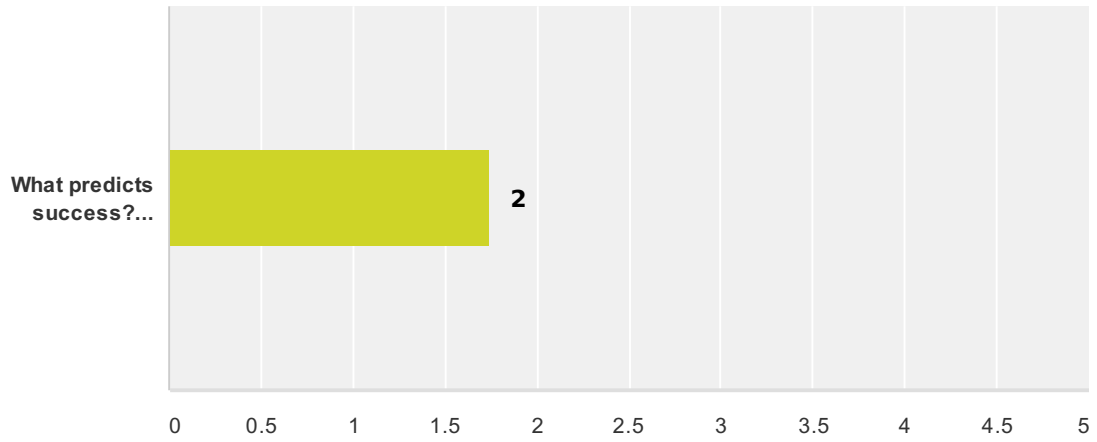
Answered: 119 Skipped: 5



	High Priority	Medium Priority	Low Priority	Unnecessary	Total	Average Rating
How to use student work as models in instruction (with permission slips)	21.85% 26	52.10% 62	20.17% 24	5.88% 7	119	2.10
Overview of high-impact teaching strategies	39.50% 47	51.26% 61	6.72% 8	2.52% 3	119	1.72
Examples of course redesigns that enhance learning and retention	44.44% 52	45.30% 53	8.55% 10	1.71% 2	117	1.68
Motivating students	60.17% 71	31.36% 37	6.78% 8	1.69% 2	118	1.50
Overview of culturally-sensitive teaching	33.05% 39	43.22% 51	16.10% 19	7.63% 9	118	1.98

### Q11 For students:

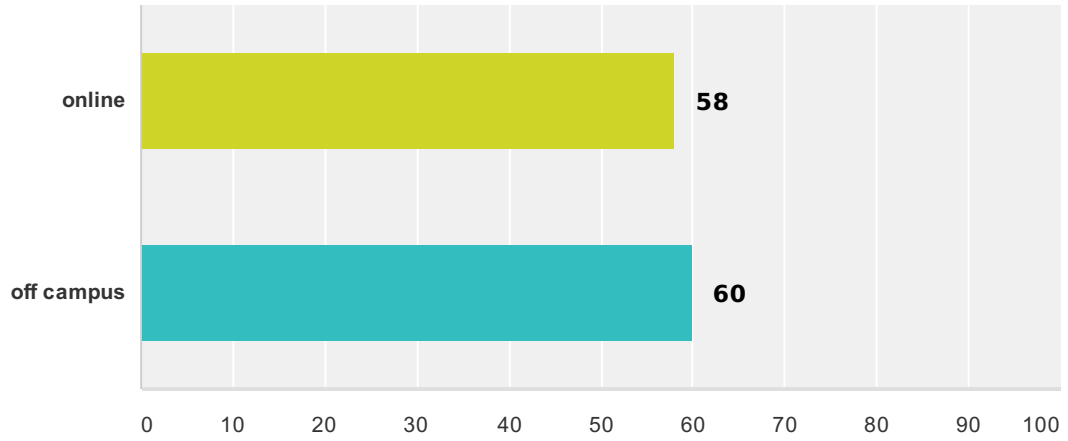
Answered: 91 Skipped: 33



	High Priority	Medium Priority	Low Priority	Unnecessary	Total	Average Rating
What predicts success? (research findings on the characteristics of successful people)	45.05% 41	40.66% 37	9.89% 9	4.40% 4	91	1.74

### Q12 What is your primary teaching location?

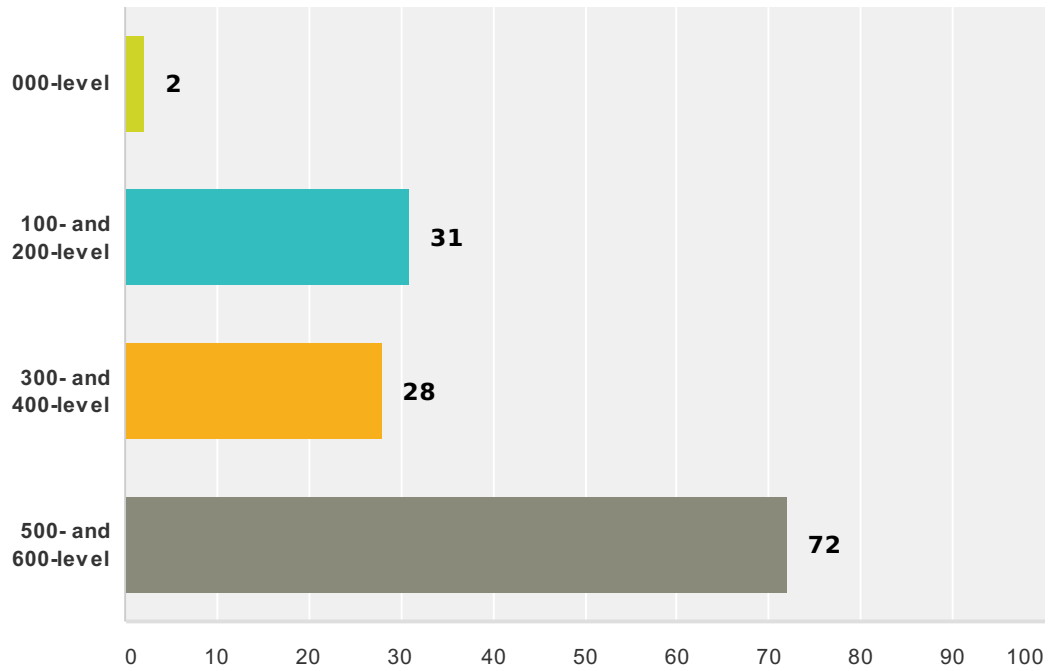
Answered: 118 Skipped: 6



Answer Choices	Responses
online	49.15% 58
off campus	50.85% 60
<b>Total</b>	<b>118</b>

### Q13 Which course levels do you teach? (select all that apply):

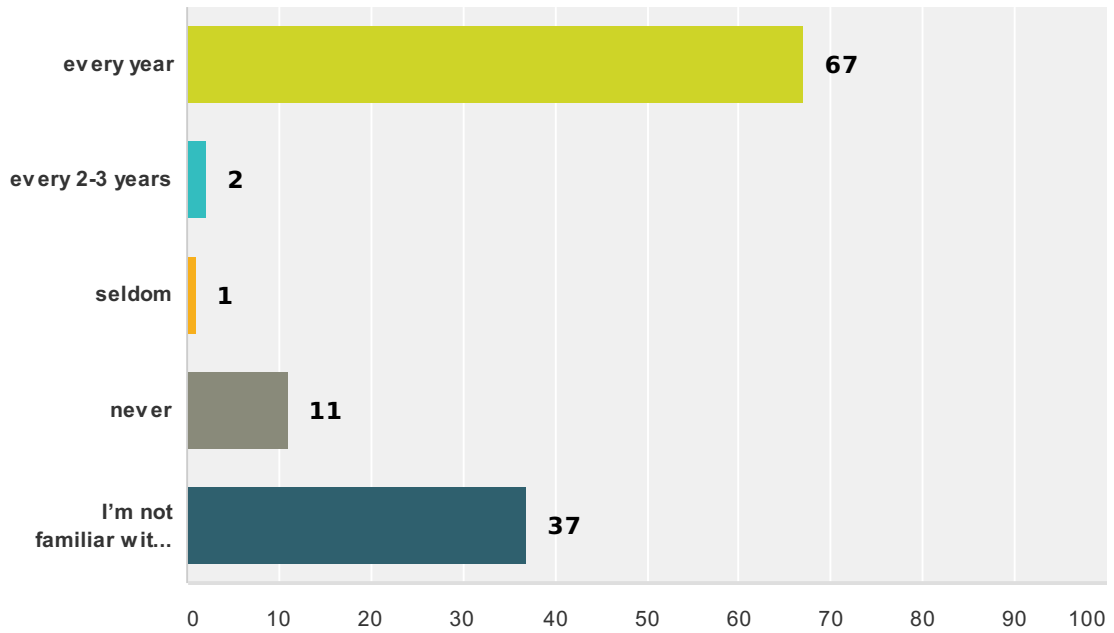
Answered: 116 Skipped: 8



Answer Choices	Responses
000-level	1.72% 2
100- and 200-level	26.72% 31
300- and 400-level	24.14% 28
500- and 600-level	62.07% 72
<b>Total Respondents: 116</b>	

### Q14 How often do you teach a University Program (UP) course?

Answered: 118 Skipped: 6



Answer Choices	Responses	
every year	56.78%	67
every 2-3 years	1.69%	2
seldom	0.85%	1
never	9.32%	11
I'm not familiar with UP courses	31.36%	37
<b>Total</b>		<b>118</b>

**Q15 CMU's Quality Initiative focuses on strategies for producing an academically challenging environment for our students. If you have an idea for a possible QI project, please describe your idea here:**

Answered: 16 Skipped: 108