Q1 For Instructors :
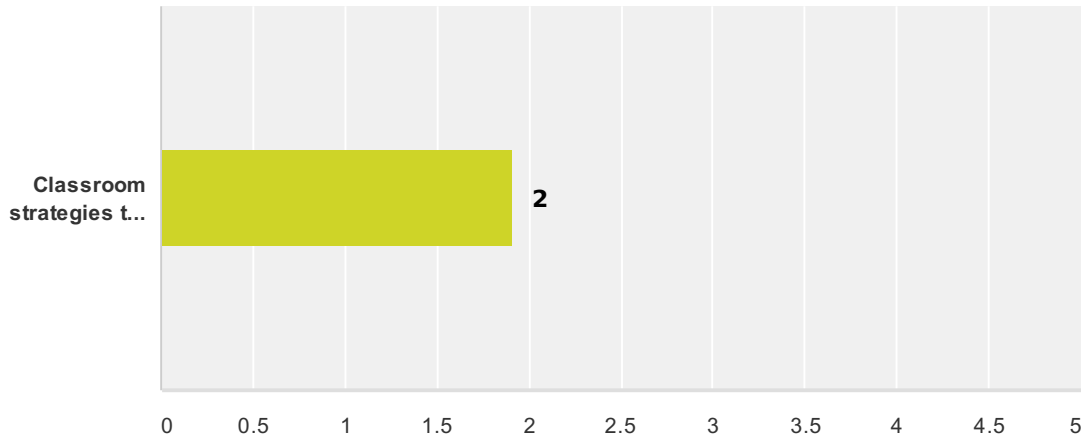
Answered: 74   Skipped: 4
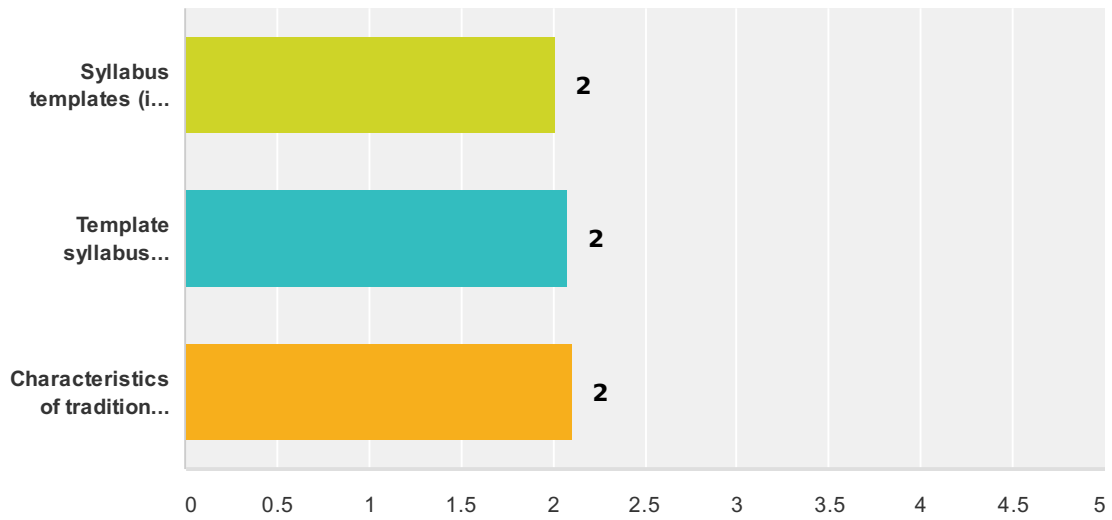
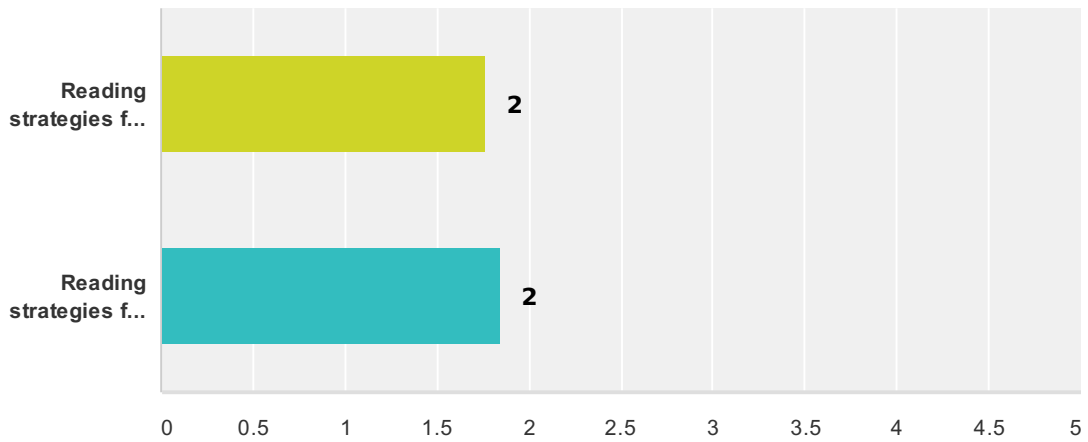|	High Priority	Medium Priority	Low Priority	Unnecessary	Total	Average Rating
Syllabus templates (in various styles that can be customized)	35.14% 26	32.43% 24	28.38% 21	4.05% 3	74	2.01
Template syllabus policies (e.g., academic dishonesty, recording lectures)	27.03% 20	40.54% 30	29.73% 22	2.70% 2	74	2.08
Characteristics of traditional, enhanced, and exemplary syllabi	23.29% 17	45.21% 33	28.77% 21	2.74% 2	73	2.11

Q2 For instructors:

Answered: 68   Skipped: 10

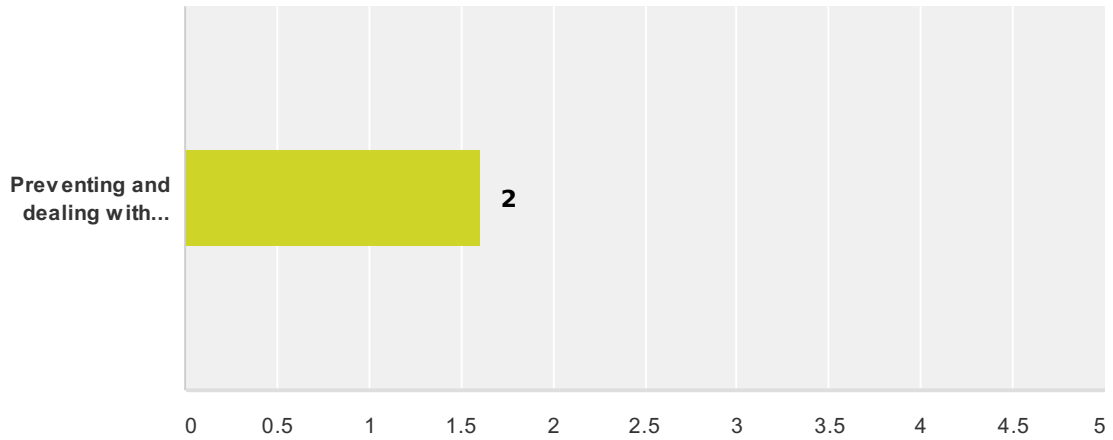|	High Priority	Medium Priority	Low Priority	Unnecessary	Total	Average Rating
Classroom strategies that build reading skills	33.82% 23	42.65% 29	22.06% 15	1.47% 1	68	1.91

Q3 For students:

Answered: 71   Skipped: 7

	High Priority	Medium Priority	Low Priority	Unnecessary	Total	Average Rating
Reading strategies for textbooks (handout and mini-lecture)	**42.86%** 30	**41.43%** 29	**12.86%** 9	**2.86%** 2	70	1.76
Reading strategies for informative and persuasive text (handout and mini-lecture)	**32.35%** 22	**52.94%** 36	**11.76%** 8	**2.94%** 2	68	1.85

Q4 For instructors:

Answered: 61   Skipped: 17

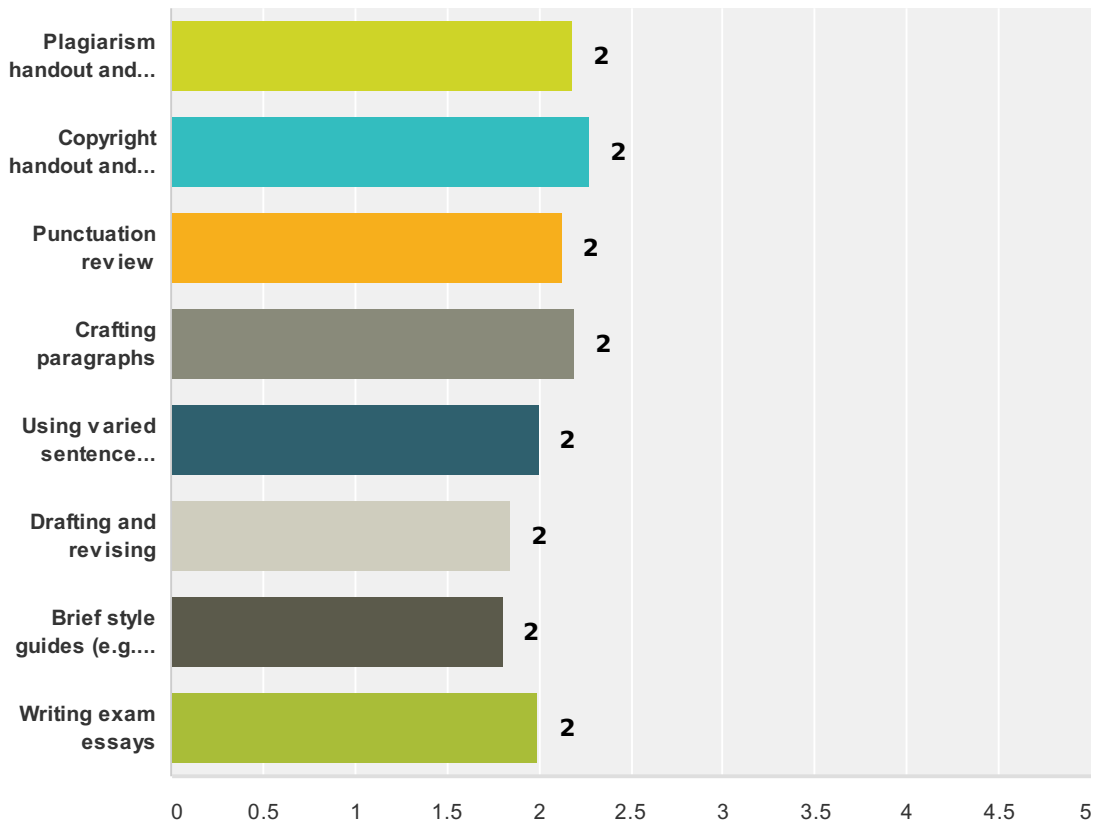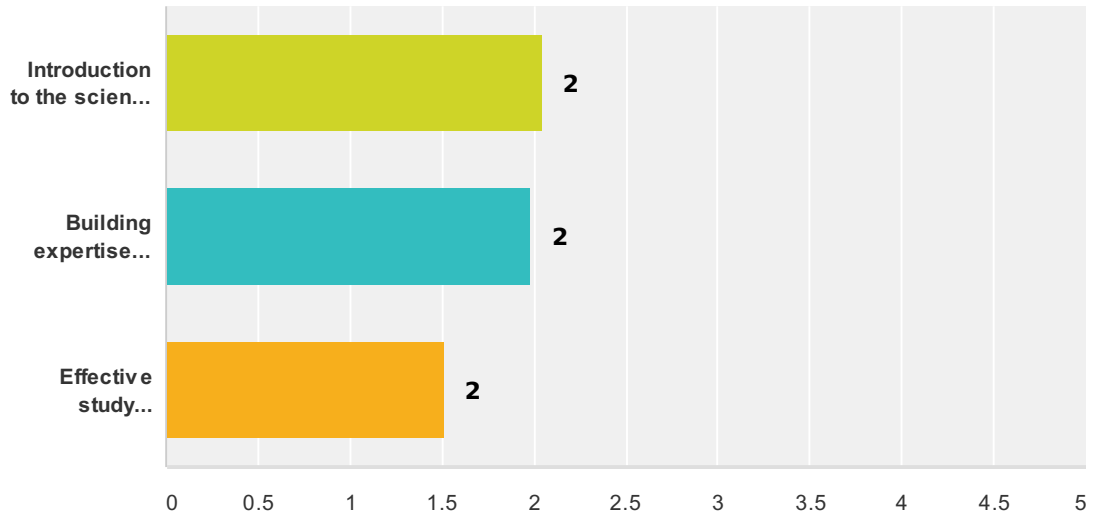|	High Priority	Medium Priority	Low Priority	Unnecessary	Total	Average Rating
Preventing and dealing with plagiarism	54.10% 33	32.79% 20	11.48% 7	1.64% 1	61	1.61

Q5 For students:

Answered: 67   Skipped: 11

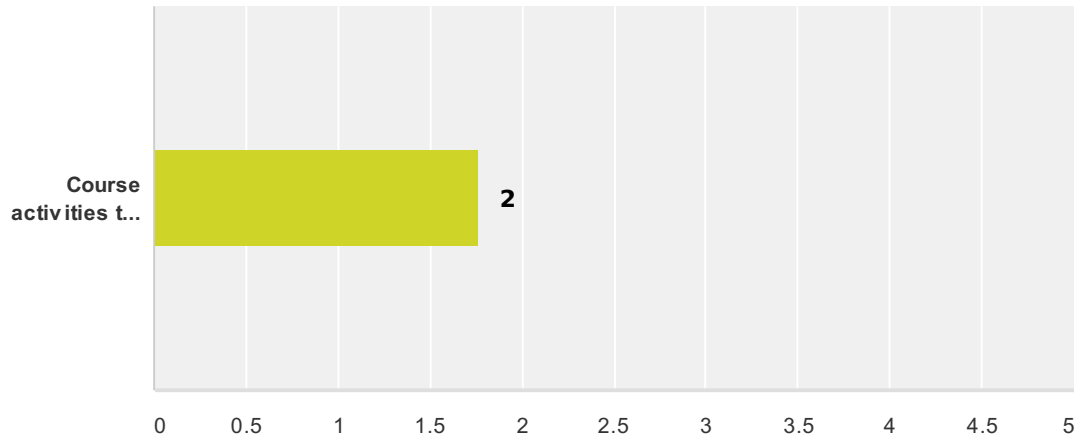|	High Priority	Medium Priority	Low Priority	Unnecessary	Total	Average Rating
Plagiarism handout and narrated PowerPoint (with prepared quizzes for instructors)	**29.85%** 20	**35.82%** 24	**20.90%** 14	**13.43%** 9	67	2.18
Copyright handout and mini-lecture (for students preparing posters and oral presentations)	**22.39%** 15	**40.30%** 27	**23.88%** 16	**13.43%** 9	67	2.28
Punctuation review	**31.34%** 21	**34.33%** 23	**23.88%** 16	**10.45%** 7	67	2.13
Crafting paragraphs	**22.39%** 15	**43.28%** 29	**26.87%** 18	**7.46%** 5	67	2.19
Using varied sentence structures and transition devices	**31.82%** 21	**39.39%** 26	**25.76%** 17	**3.03%** 2	66	2.00
Drafting and revising	**41.79%** 28	**35.82%** 24	**17.91%** 12	**4.48%** 3	67	1.85
Brief style guides (e.g., e-mail conventions, APA, MLA, AMA)	**44.78%** 30	**32.84%** 22	**19.40%** 13	**2.99%** 2	67	1.81
Writing exam essays	**28.36%** 19	**49.25%** 33	**17.91%** 12	**4.48%** 3	67	1.99

Q6 For instructors and students:

Answered: 65   Skipped: 13

	High Priority	Medium Priority	Low Priority	Unnecessary	Total	Average Rating
Introduction to the science of learning (an overview of research findings)	**24.62%** 16	**49.23%** 32	**23.08%** 15	**3.08%** 2	65	2.05
Building expertise (overview of the conditions that build expert-level skills)	**30.77%** 20	**44.62%** 29	**20.00%** 13	**4.62%** 3	65	1.98
Effective study strategies	**56.92%** 37	**35.38%** 23	**7.69%** 5	**0.00%** 0	65	1.51

Q7 For instructors:
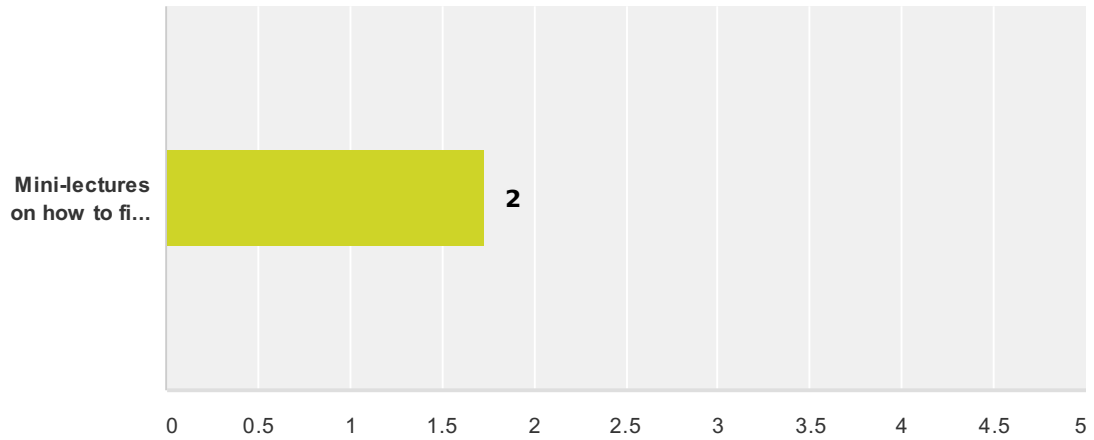
Answered: 58   Skipped: 20

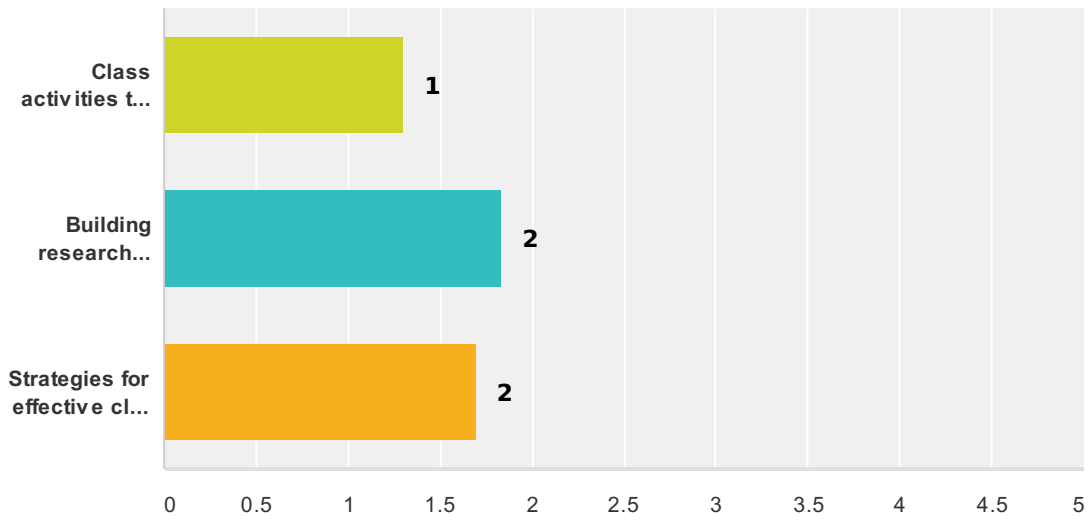|	High Priority	Medium Priority	Low Priority	Unnecessary	Total	Average Rating
Course activities that build information literacy	32.76% 19	60.34% 35	5.17% 3	1.72% 1	58	1.76

Q8 For students:

Answered: 64   Skipped: 14

	High Priority	Medium Priority	Low Priority	Unnecessary	Total	Average Rating
Mini-lectures on how to find, evaluate, and select resources	**45.31%** 29	**37.50%** 24	**15.63%** 10	**1.56%** 1	64	1.73

Q9 For instructors

Answered: 57   Skipped: 21

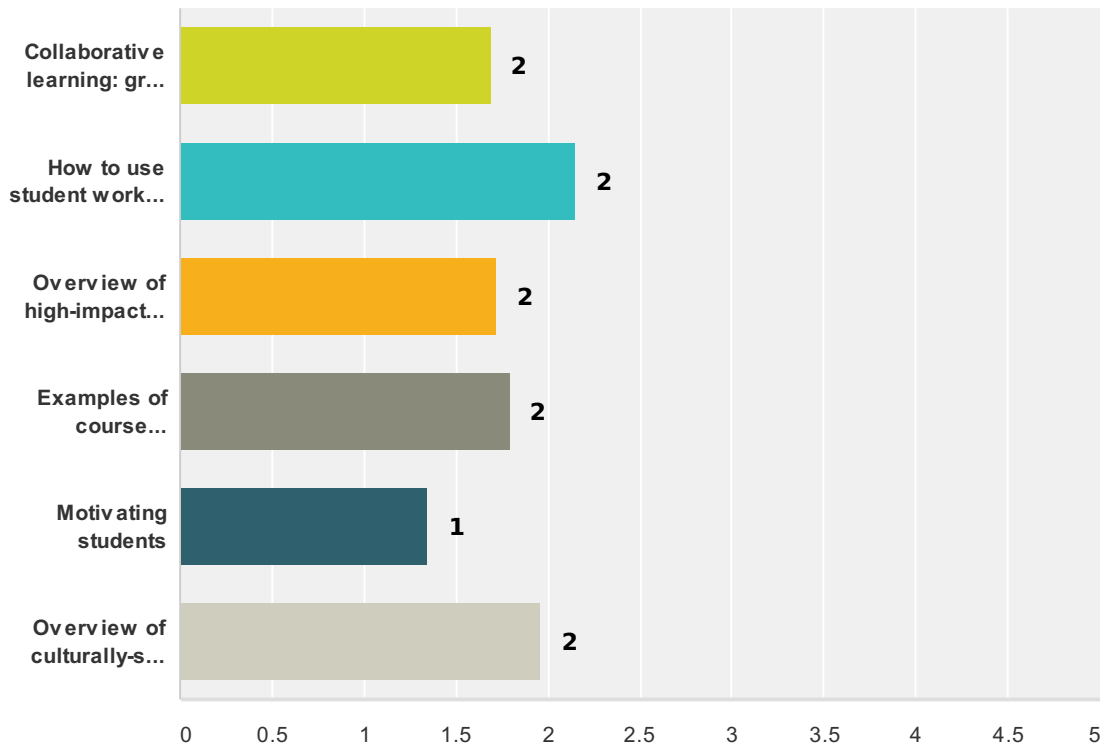|	High Priority	Medium Priority	Low Priority	Unnecessary	Total	Average Rating
Class activities that build concepts and critical thinking skills	**71.43%** 40	**26.79%** 15	**1.79%** 1	**0.00%** 0	56	1.30
Building research projects into introductory-level courses: ideas and materials templates	**38.60%** 22	**38.60%** 22	**22.81%** 13	**0.00%** 0	57	1.84
Strategies for effective class discussions	**43.86%** 25	**43.86%** 25	**10.53%** 6	**1.75%** 1	57	1.70

Q10 For students and instructors

Answered: 65   Skipped: 13
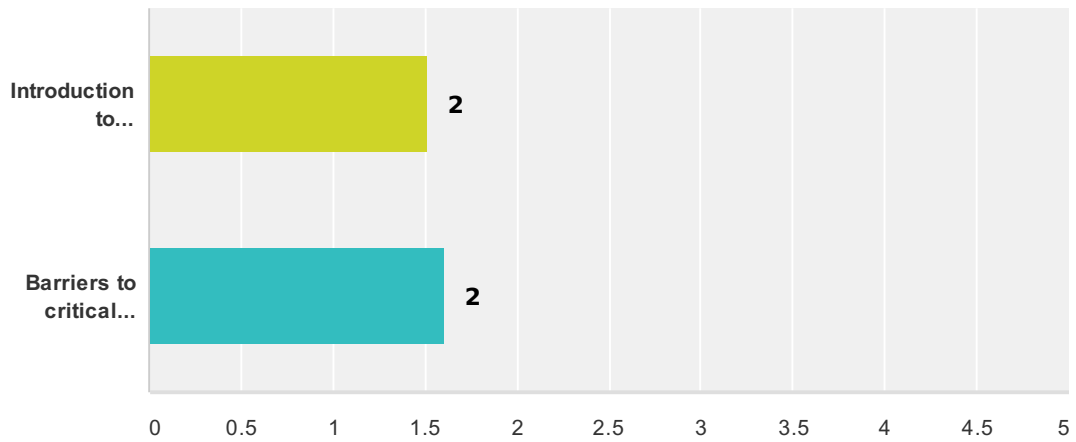
	High Priority	Medium Priority	Low Priority	Unnecessary	Total	Average Rating
Introduction to problem-solving and higher-level thinking skills	**58.46%** 38	**32.31%** 21	**9.23%** 6	**0.00%** 0	65	1.51
Barriers to critical analysis (e.g., reasoning from anecdote, confusing correlation and causation, the confirmatory bias, and the availability heuristic).	**53.13%** 34	**34.38%** 22	**10.94%** 7	**1.56%** 1	64	1.61

Q11 For instructors:
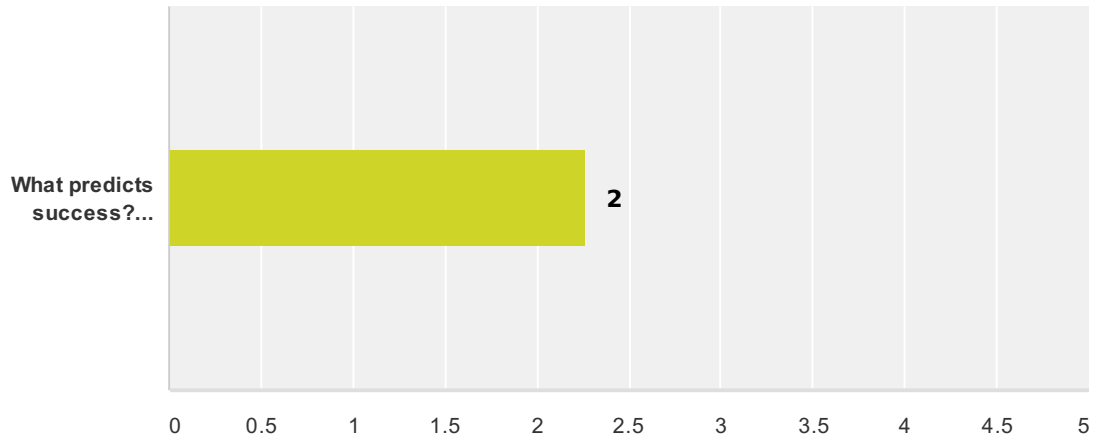
Answered: 55   Skipped: 23

	High Priority	Medium Priority	Low Priority	Unnecessary	Total	Average Rating
Collaborative learning: group work that works	**43.64%** 24	**43.64%** 24	**12.73%** 7	**0.00%** 0	55	1.69
How to use student work as models in instruction (with permission slips)	**25.45%** 14	**40.00%** 22	**29.09%** 16	**5.45%** 3	55	2.15
Overview of high-impact teaching strategies	**43.40%** 23	**43.40%** 23	**11.32%** 6	**1.89%** 1	53	1.72
Examples of course redesigns that enhance learning and retention	**36.36%** 20	**47.27%** 26	**16.36%** 9	**0.00%** 0	55	1.80
Motivating students	**66.67%** 36	**31.48%** 17	**1.85%** 1	**0.00%** 0	54	1.35
Overview of culturally-sensitive teaching	**34.55%** 19	**38.18%** 21	**23.64%** 13	**3.64%** 2	55	1.96

Q12 For students:
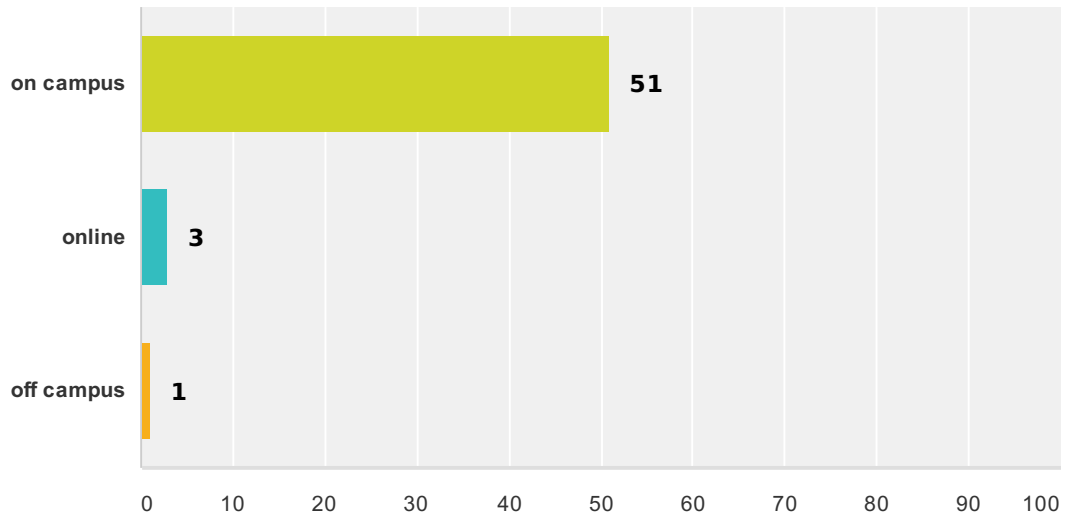
Answered: 62   Skipped: 16

|	High Priority	Medium Priority	Low Priority	Unnecessary	Total	Average Rating
What predicts success? (research findings on the characteristics of successful people)	**19.35%** 12	**40.32%** 25	**33.87%** 21	**6.45%** 4	62	2.27

Q13 What is your primary teaching location?

Answered: 55   Skipped: 23

Answer Choices	Responses	
on campus	**92.73%**	51
online	**5.45%**	3
off campus	**1.82%**	1
Total		**55**

Q14 Which course levels do you teach? (select all that apply):

Answered: 46   Skipped: 32
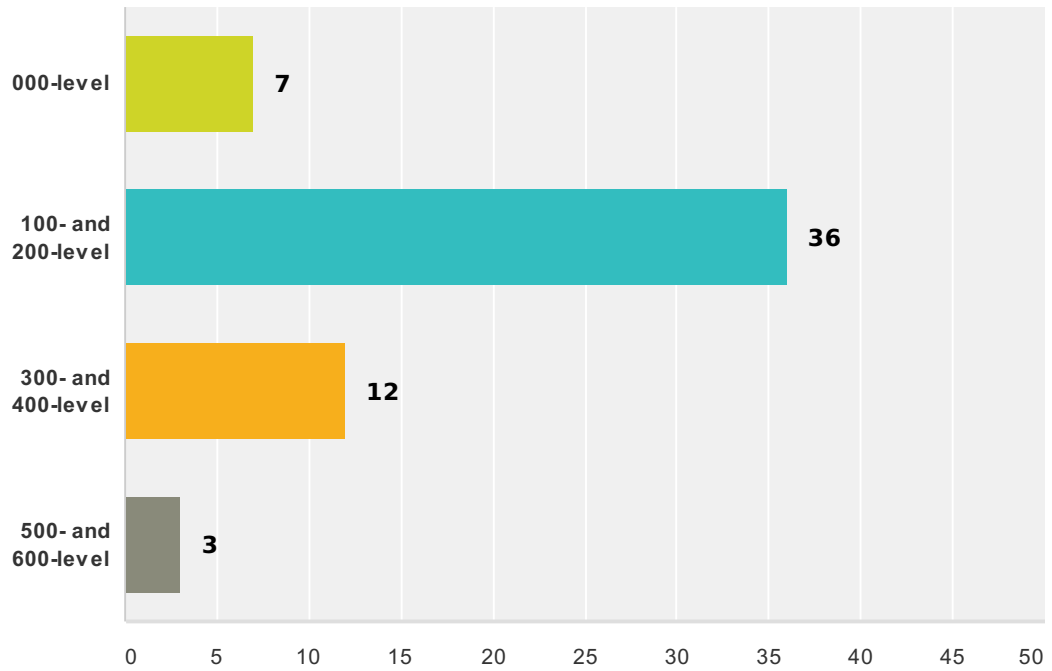
Answer Choices	Responses	
000-level	**15.22%**	7
100- and 200-level	**78.26%**	36
300- and 400-level	**26.09%**	12
500- and 600-level	**6.52%**	3
Total Respondents: 46		

Q15 Have you ever taught a University Program course?

Answered: 57   Skipped: 21
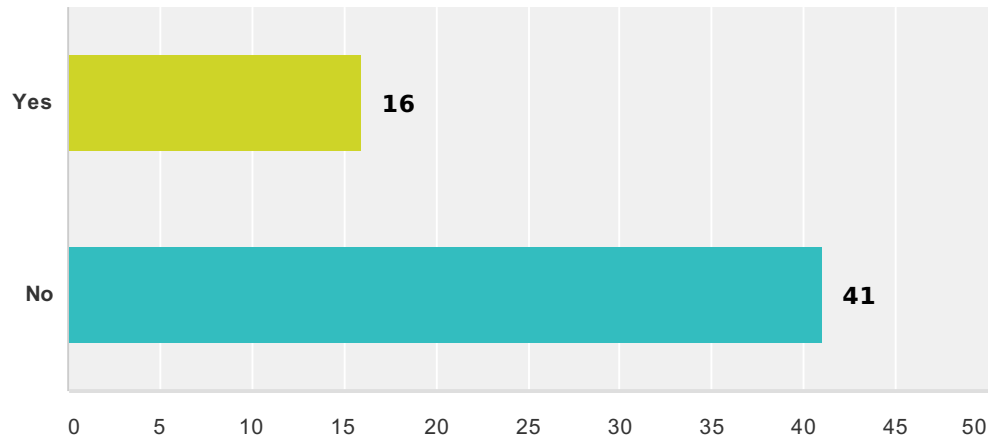
Answer Choices	Responses	
Yes	28.07%	16
No	71.93%	41
Total		**57**

Q16 CMU's Quality Initiative focuses on strategies for producing a challenging academic environment for our students. If you have ideas for a QI project that might impact academic challenge, please describe your ideas here:

Answered: 4   Skipped: 74