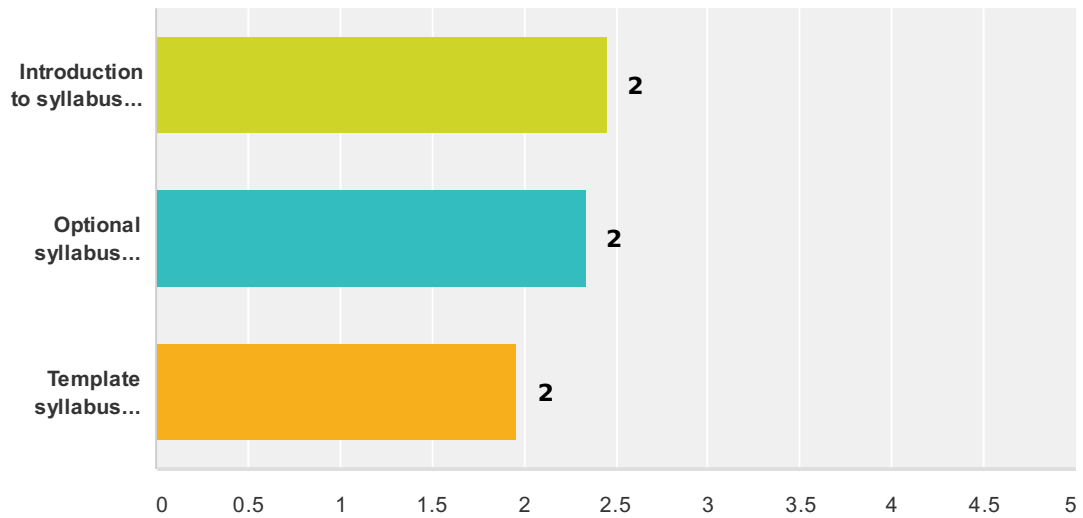## Q1 For instructors:

Answered: 227   Skipped: 2

	High Priority	Medium Priority	Low Priority	Unnecessary	Total	Average Rating
Introduction to syllabus design	**16.81%** 38	**36.28%** 82	**31.86%** 72	**15.04%** 34	226	2.45
Optional syllabus templates (in various styles that can be customized)	**18.30%** 41	**43.30%** 97	**24.55%** 55	**13.84%** 31	224	2.34
Template syllabus policies (e.g., academic dishonesty, recording lectures)	**35.29%** 78	**38.91%** 86	**19.91%** 44	**5.88%** 13	221	1.96

Q2 For instructors:

Answered: 217   Skipped: 12
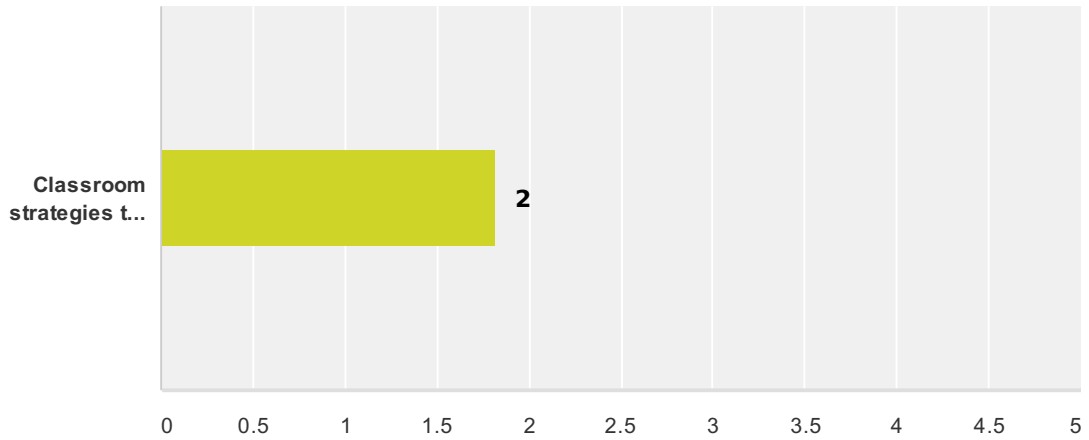
	High Priority	Medium Priority	Low Priority	Unnecessary	Total	Average Rating
Classroom strategies that build reading skills	**43.78%** 95	**34.56%** 75	**17.51%** 38	**4.15%** 9	217	1.82

Q3 For students:

Answered: 195   Skipped: 34
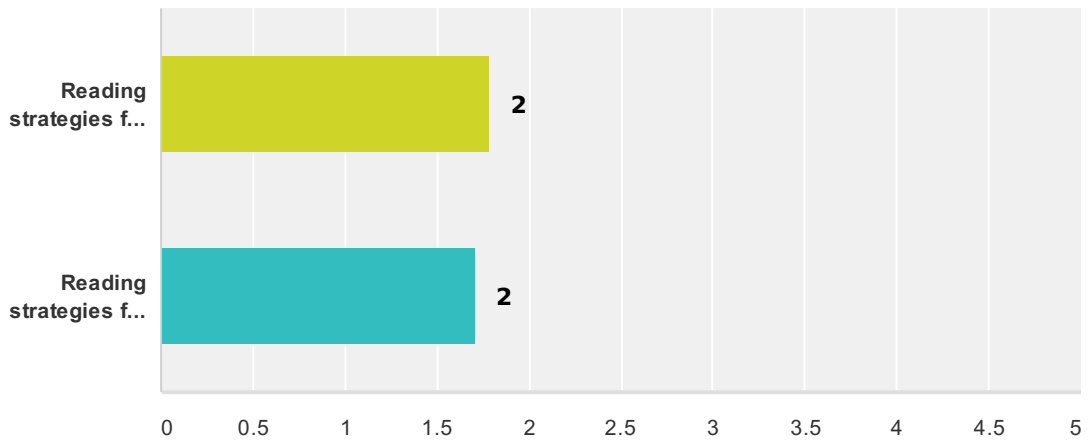
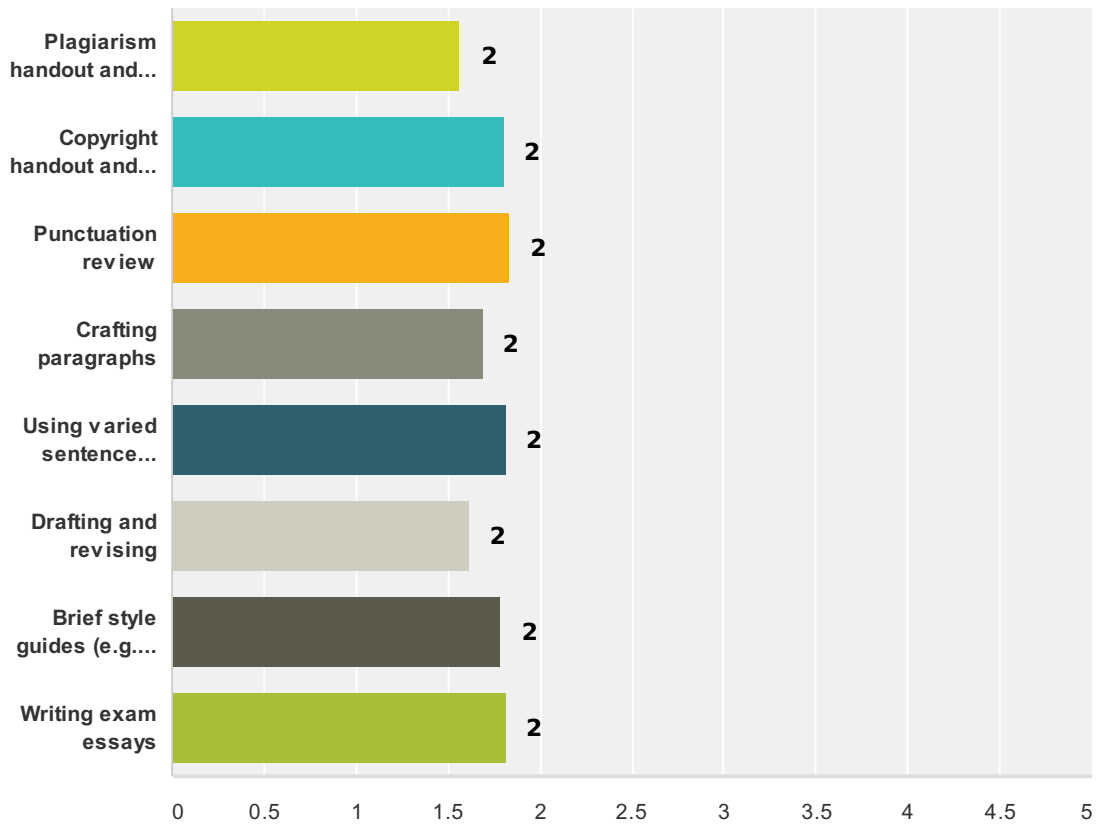|	High Priority	Medium Priority	Low Priority	Unnecessary	Total	Average Rating
Reading strategies for informative and persuasive text (handout and mini-lecture)	44.79% 86	36.98% 71	14.06% 27	4.17% 8	192	1.78
Reading strategies for textbooks (handout and mini-lecture)	48.35% 88	34.62% 63	14.29% 26	2.75% 5	182	1.71

Q4 For instructors:

Answered: 209   Skipped: 20

Preventing and dealing with... 2

0   0.5   1   1.5   2   2.5   3   3.5   4   4.5   5
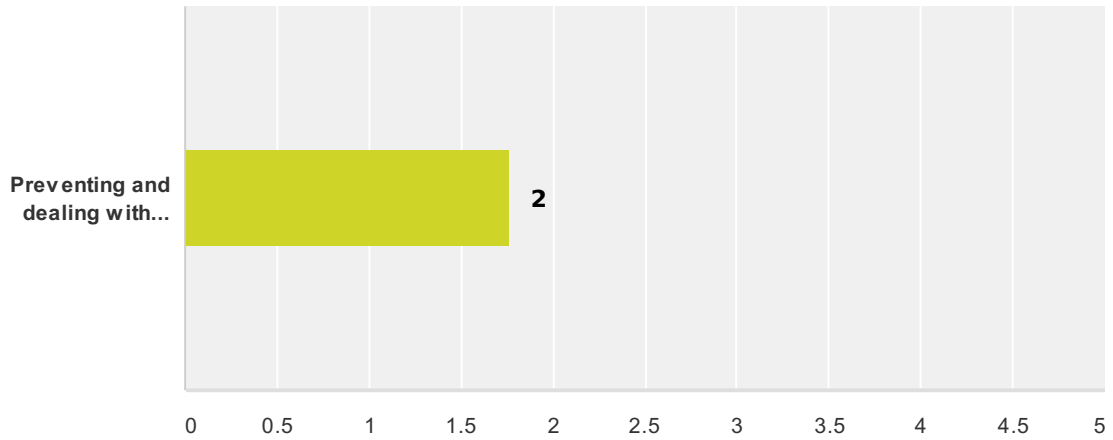
	High Priority	Medium Priority	Low Priority	Unnecessary	Total	Average Rating
Preventing and dealing with plagiarism	43.54% 91	39.71% 83	13.88% 29	2.87% 6	209	1.76

Q5 For students:

Answered: 191   Skipped: 38

	High Priority	Medium Priority	Low Priority	Unnecessary	Total	Average Rating
Plagiarism handout and narrated PowerPoint (with prepared quizzes for instructors)	**54.74%** 104	**34.74%** 66	**9.47%** 18	**1.05%** 2	190	1.57
Copyright handout and mini-lecture (for students preparing posters and oral presentations)	**39.57%** 74	**41.71%** 78	**16.58%** 31	**2.14%** 4	187	1.81
Punctuation review	**41.05%** 78	**37.89%** 72	**17.37%** 33	**3.68%** 7	190	1.84
Crafting paragraphs	**46.84%** 89	**40.00%** 76	**10.00%** 19	**3.16%** 6	190	1.69
Using varied sentence structures and transition devices	**39.15%** 74	**42.33%** 80	**15.87%** 30	**2.65%** 5	189	1.82
Drafting and revising	**52.11%** 99	**36.84%** 70	**7.89%** 15	**3.16%** 6	190	1.62
Brief style guides (e.g., e-mail conventions, APA, MLA, AMA)	**44.74%** 85	**34.21%** 65	**17.89%** 34	**3.16%** 6	190	1.79
Writing exam essays	**37.17%** 71	**47.12%** 90	**12.04%** 23	**3.66%** 7	191	1.82

Q6 For instructors and students:

Answered: 211   Skipped: 18
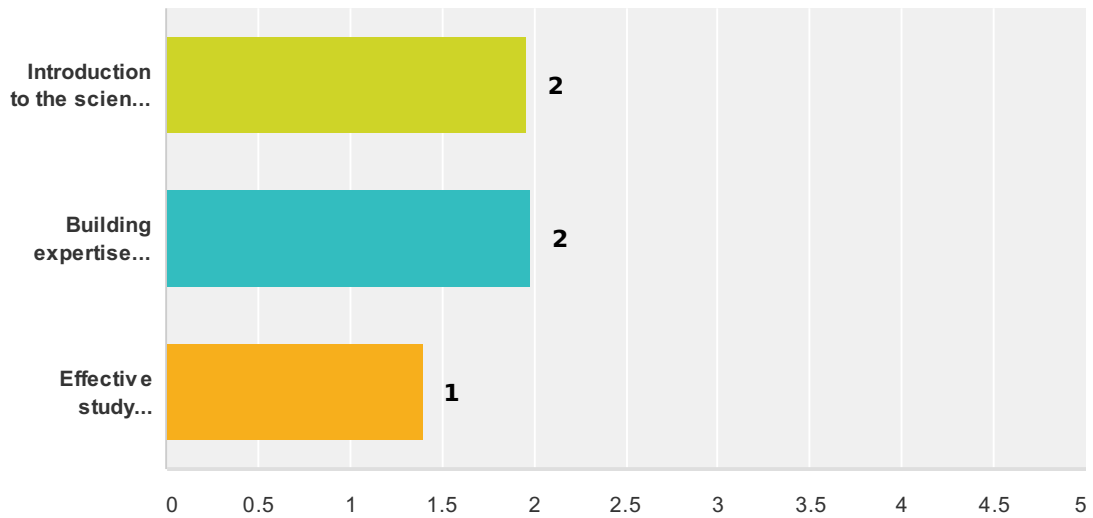
	High Priority	Medium Priority	Low Priority	Unnecessary	Total	Average Rating
Introduction to the science of learning (an overview of research findings)	**34.12%** 72	**42.18%** 89	**17.06%** 36	**6.64%** 14	211	1.96
Building expertise (overview of the conditions that build expert-level skills)	**34.62%** 72	**37.98%** 79	**22.12%** 46	**5.29%** 11	208	1.98
Effective study strategies	**66.19%** 139	**29.05%** 61	**3.33%** 7	**1.43%** 3	210	1.40

Q7 For instructors:

Course activities t... **2**

0   0.5   1   1.5   2   2.5   3   3.5   4   4.5   5
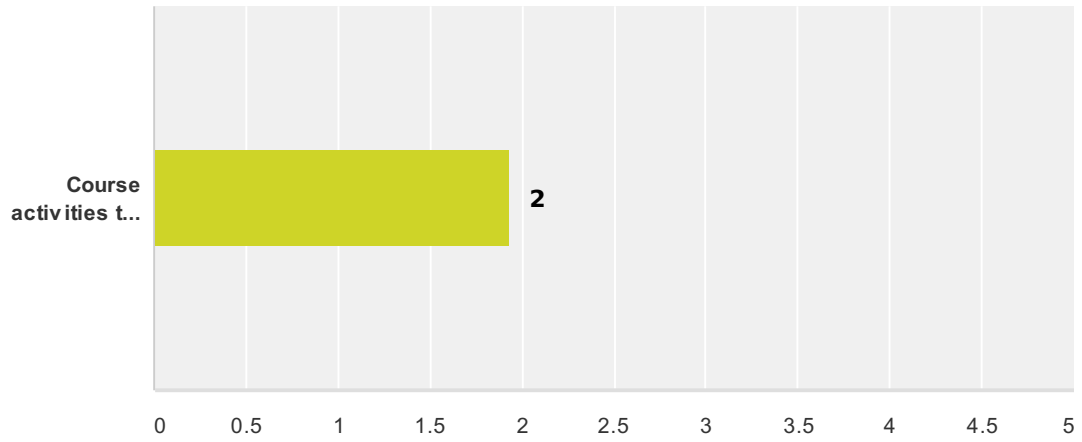
	High Priority	Medium Priority	Low Priority	Unnecessary	Total	Average Rating
Course activities that build information literacy	**32.54%** 68	**47.37%** 99	**14.35%** 30	**5.74%** 12	209	1.93

Q8 For students:

Answered: 188   Skipped: 41

Mini-lectures on how to fi... — 2
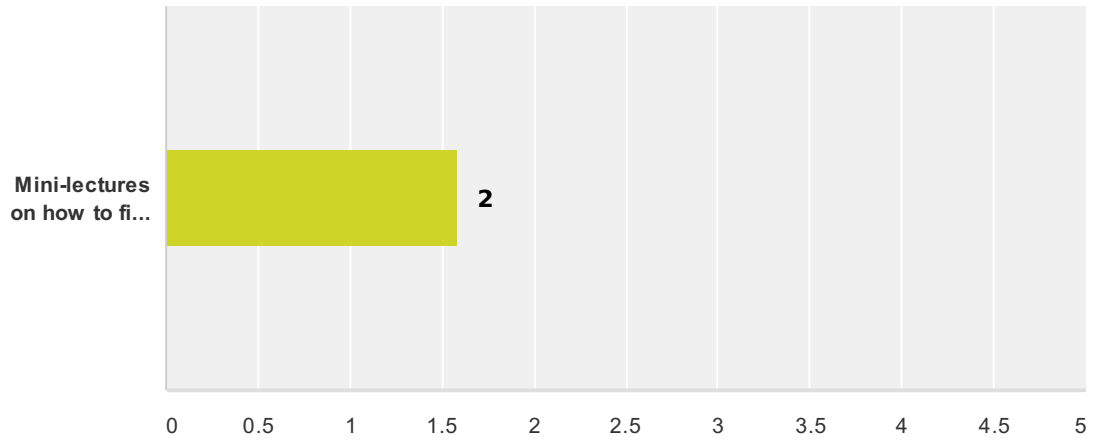
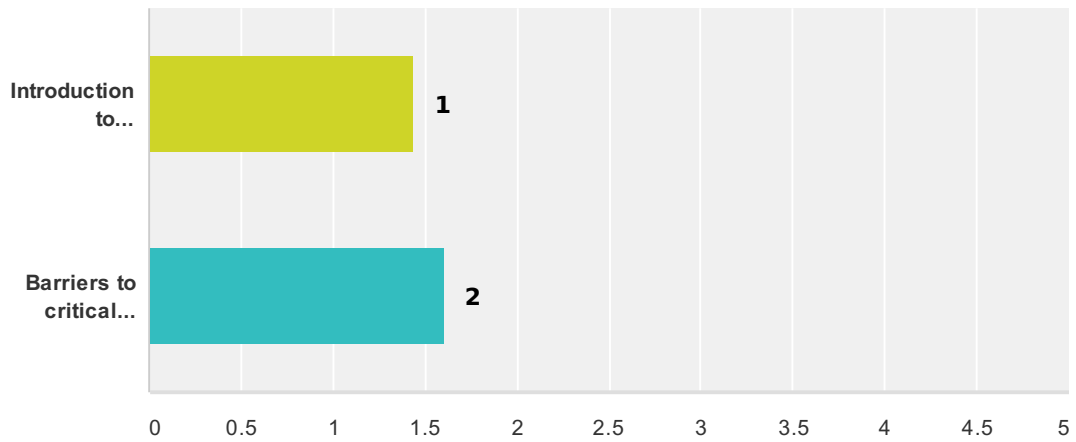|	High Priority	Medium Priority	Low Priority	Unnecessary	Total	Average Rating
Mini-lectures on how to find, evaluate, and select resources	53.19% 100	37.23% 70	7.45% 14	2.13% 4	188	1.59

Q9 For instructors:

Answered: 209   Skipped: 20
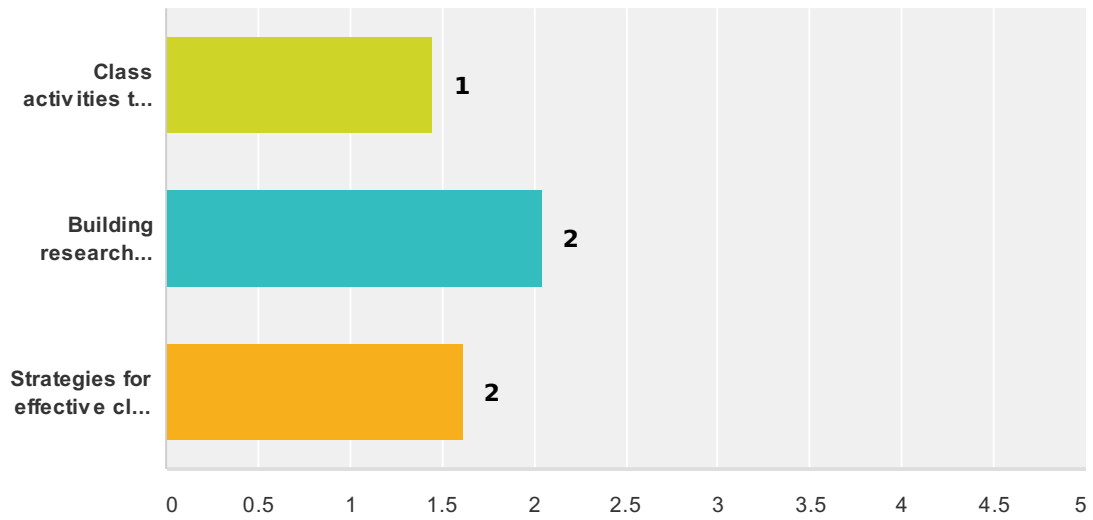
	High Priority	Medium Priority	Low Priority	Unnecessary	Total	Average Rating
Class activities that build concepts and critical thinking skills	**66.35%** 138	**25.00%** 52	**6.25%** 13	**2.40%** 5	208	1.45
Building research projects into introductory-level courses: ideas and materials templates	**30.10%** 62	**41.26%** 85	**22.33%** 46	**6.31%** 13	206	2.05
Strategies for effective class discussions	**55.39%** 113	**30.88%** 63	**9.80%** 20	**3.92%** 8	204	1.62

Q10 For students and instructors:

Answered: 198   Skipped: 31

	High Priority	Medium Priority	Low Priority	Unnecessary	Total	Average Rating
Introduction to problem-solving and higher-level thinking skills	**66.15%** 129	**26.67%** 52	**4.10%** 8	**3.08%** 6	195	1.44
Barriers to critical analysis (e.g., reasoning from anecdote, confusing correlation and causation, the confirmatory bias, and the availability heuristic).	**51.28%** 100	**39.49%** 77	**6.15%** 12	**3.08%** 6	195	1.61

Q11 For instructors:

Answered: 206   Skipped: 23
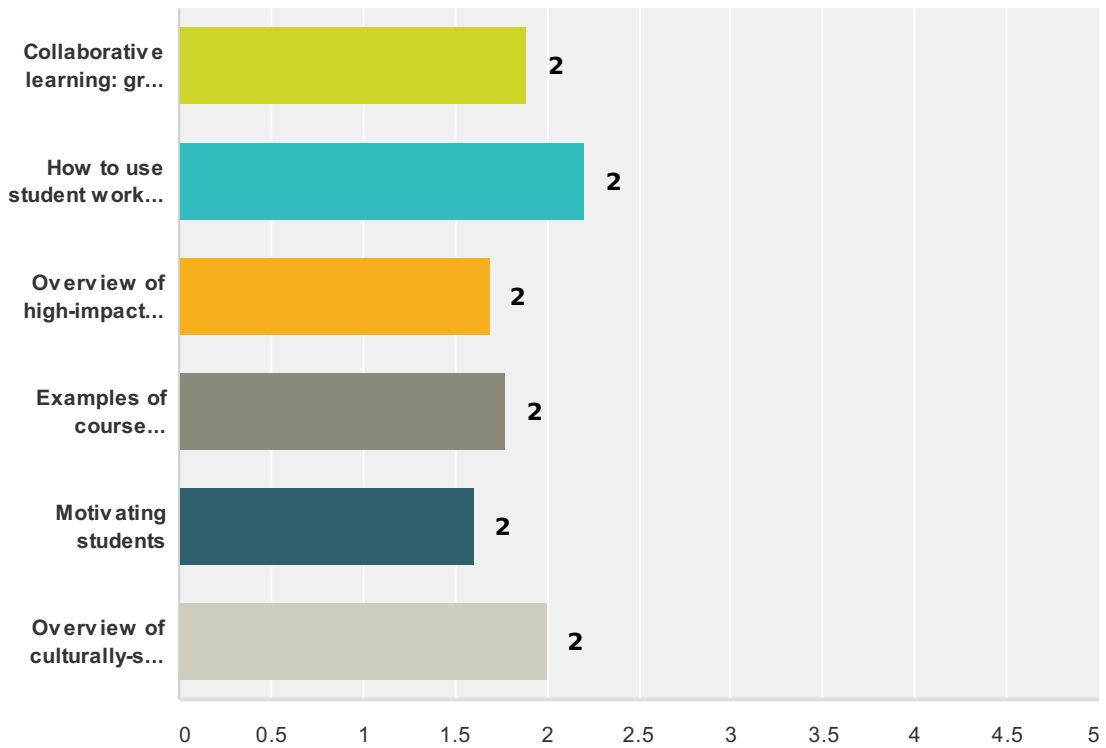
	High Priority	Medium Priority	Low Priority	Unnecessary	Total	Average Rating
Collaborative learning: group work that works	**38.42%** 78	**38.92%** 79	**18.23%** 37	**4.43%** 9	203	1.89
How to use student work as models in instruction (with permission slips)	**20.87%** 43	**43.69%** 90	**29.61%** 61	**5.83%** 12	206	2.20
Overview of high-impact teaching strategies	**50.25%** 102	**33.99%** 69	**12.32%** 25	**3.45%** 7	203	1.69
Examples of course redesigns that enhance learning and retention	**44.39%** 91	**37.56%** 77	**15.12%** 31	**2.93%** 6	205	1.77
Motivating students	**55.83%** 115	**31.55%** 65	**8.74%** 18	**3.88%** 8	206	1.61
Overview of culturally-sensitive teaching	**31.86%** 65	**41.18%** 84	**22.06%** 45	**4.90%** 10	204	2.00

Q12 For students:

Answered: 182   Skipped: 47
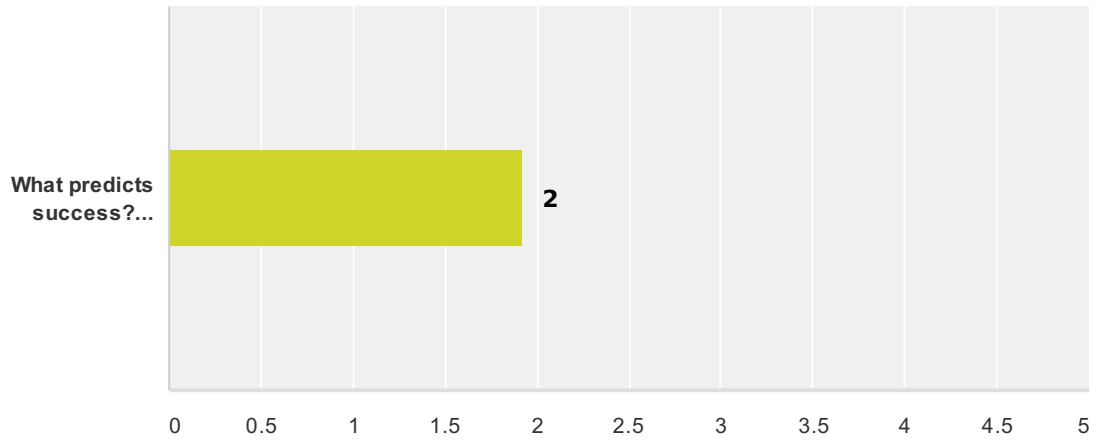
|	High Priority	Medium Priority	Low Priority	Unnecessary	Total	Average Rating
What predicts success? (research findings on the characteristics of successful people)	36.81% 67	40.11% 73	17.03% 31	6.04% 11	182	1.92

Q13 What is your primary teaching location?

Answered: 204   Skipped: 25
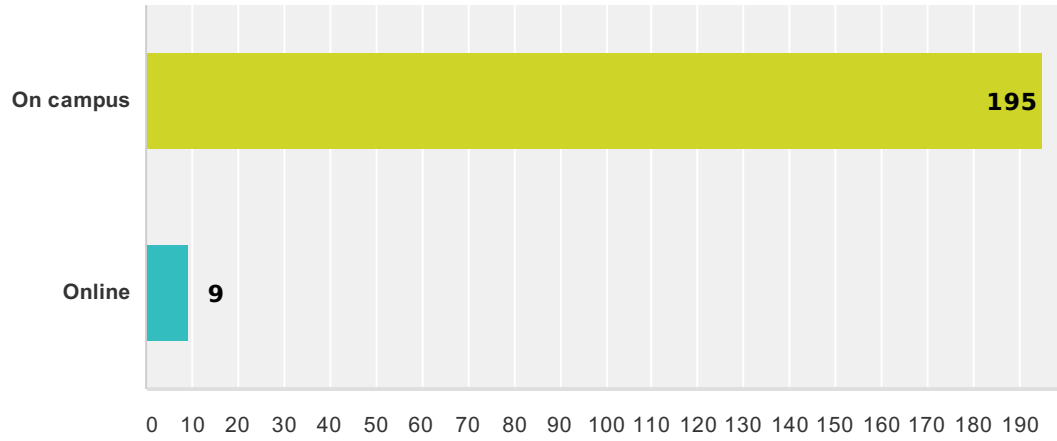
Answer Choices	Responses	
On campus	**95.59%**	195
Online	**4.41%**	9
Total		**204**

Q14 Which course levels do you teach?
(select all that apply):
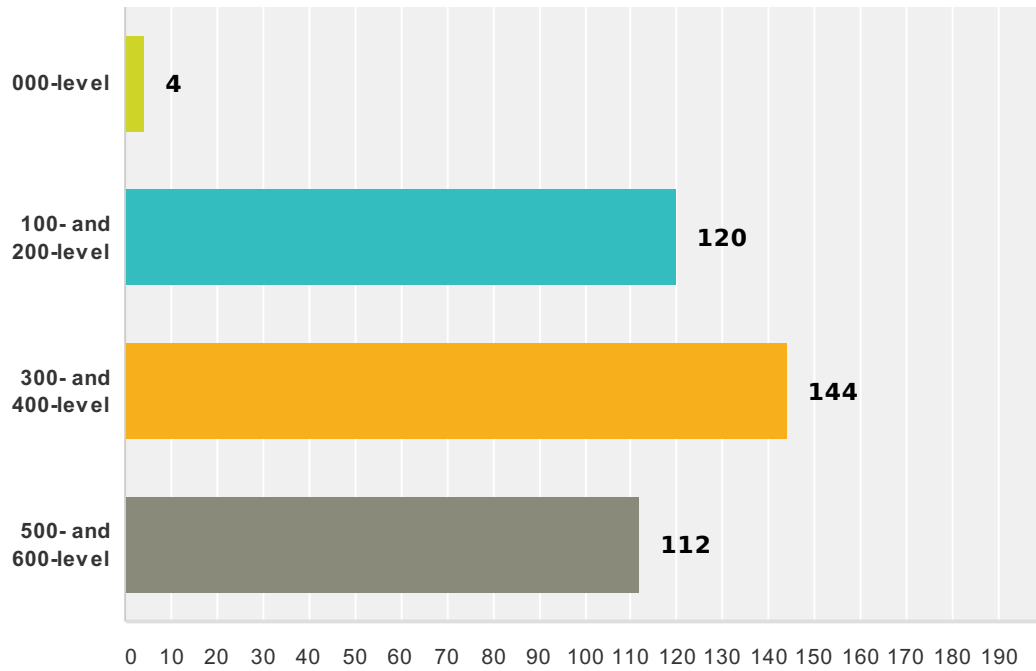
Answer Choices	Responses	
000-level	**1.96%**	4
100- and 200-level	**58.82%**	120
300- and 400-level	**70.59%**	144
500- and 600-level	**54.90%**	112
Total Respondents: 204		

Q15 How often do you teach a University Program course?
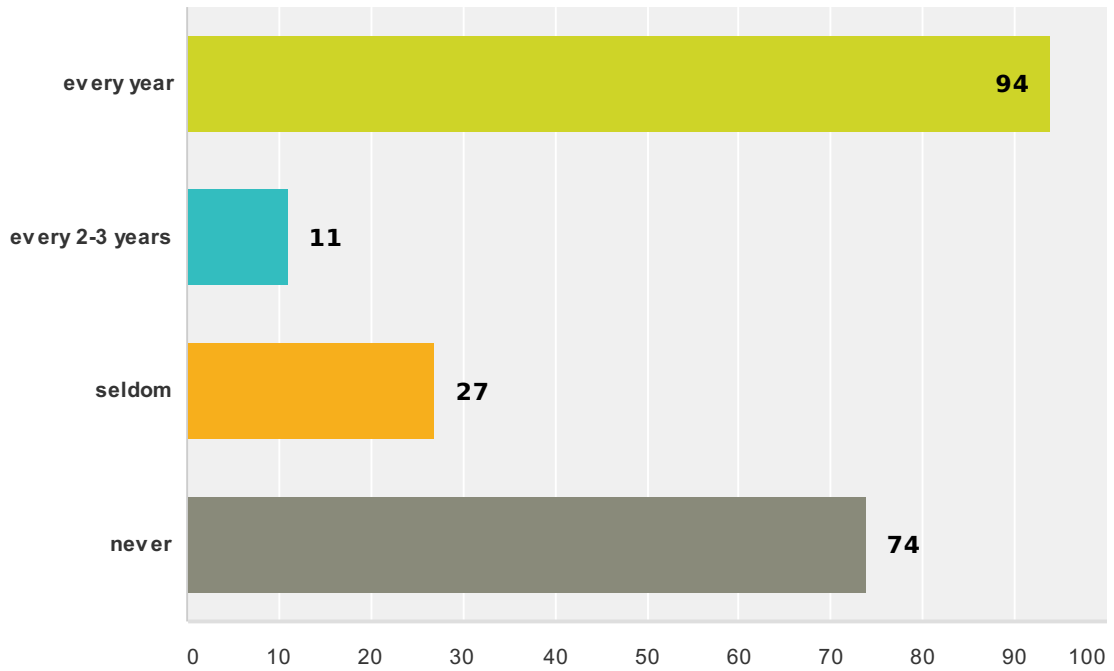
Answer Choices	Responses	
every year	**45.63%**	94
every 2-3 years	**5.34%**	11
seldom	**13.11%**	27
never	**35.92%**	74
Total		**206**

Q16 What is your employee group?

Answered: 205   Skipped: 24
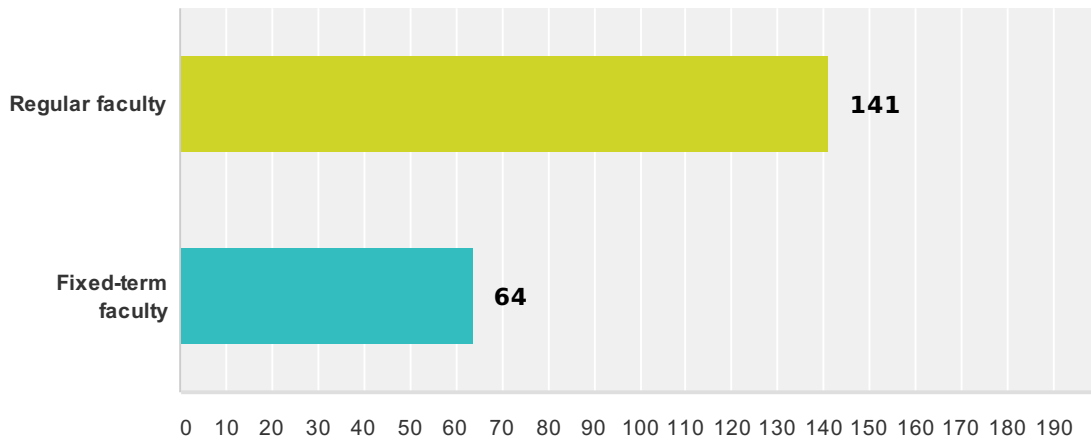
Answer Choices	Responses	
Regular faculty	**68.78%**	141
Fixed-term faculty	**31.22%**	64
Total		**205**

Q17 **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: 22   Skipped: 207