Engage the Possibilities!

University of Louisiana at Monroe

March 25-27, 2009

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I. Executive Summary

An introduction to the main goal of the QEP: improving student learning in our core curriculum courses through their systematic redesign and through the incorporation of innovative pedagogies into course management.

The purpose of the QEP is to improve student learning through course redesign within the Core Curriculum. This redesign reconceptualizes course delivery so that student learning is more interactive and employs multiple delivery models, is more uniform across sections of Core courses, and is more tightly integrated with the technological skills that students possess when entering college. The outcomes include an improvement in the assessment results for courses across the Core courses and substantial evidence of new, innovative pedagogy within all redesigned courses. In addition, the results for the six competencies for General Education will also increase. The ultimate aim is to promote active learning.

Over the next five years, The QEP Steering Committee will oversee many activities connected to QEP implementation, including sending faculty cohorts to the National Center of Academic Transformation (NCAT) Conference for training and information on course redesign, supporting peer seminars on course redesign and delivery options, retrieving and analyzing data on student achievement from the redesigns of selected Core classes, and the embedding of innovative pedagogies within all course curricula.

With the Quality Enhancement Plan, the University of Louisiana at Monroe will alter the delivery of a cross section of courses within the Core Curriculum to ensure that best practices and model pedagogies are incorporated into Core courses, as well as ultimately to transform the culture of student learning across campus constituencies.

II. Development of QEP

A detailed timeline demonstrates the evolution of the QEP topic. We explain strategies the SACS Executive Committee and the QEP Steering Committee used to pool ideas from the faculty, staff, students, and the community. After collecting the possible topics, we summarize how the committees narrowed down the topic. We discuss the process of drafting and revising the QEP.

During the second summer term of 2007, Dr. Jeffrey Cass, Dean of Arts and Sciences, was appointed to head the QEP Steering Committee. Because the QEP is integral to the continuous improvement measures that the University has instituted, as well as to the University's revised mission and vision statements, the SACS Leadership Team took steps to inform the University Community about the nature of the QEP and the processes for its selection.

Just prior to the fall 2007 semester, during University Week, the period in which the campus community participates in professional development events in anticipation of the coming academic year, Dr. Jeffrey Cass led two introductory sessions on the QEP. His Powerpoint presentation was linked to the SACS website, so campus members who could not attend either session had access to the same information through the Web link (http://www.ulm.edu/sacs2009/qep.html). Broader discussion about the QEP—its nature and scope—began during the early stages of the 2007-08 academic year.

Fall 2007 Term

Dr. Cass led a total of eleven introductory sessions (nine in the Fall 2007 semester), including sessions for several of the colleges, the Student Government Association (SGA) and the Campus Affairs Board (CAB), and the Office of Student Affairs. In addition to the initial offerings during University Week, there were two sessions open to anyone on campus. While these sessions successfully introduced various constituencies to the concept of the QEP, they were also designed to begin

discussions within and among these groups across campus about possible themes for the QEP. Some groups, like the College of Arts and Sciences and the College of Education, had their own ad hoc committees to discuss and recommend possible QEP themes. Many, however, elected to use the online system to submit anonymously possible QEP themes or topics (http://www.ulm.edu/sacs2009/qep.html). The online system essentially functioned as an e-suggestion box.

The numerous submissions suggested that many people on campus were interested in seeing a large-scale learning project enacted and were interested in providing their feedback. ULM President, Dr. James Cofer, used his *President' Podium* to urge participation in the QEP process, as well as information and links to the QEP site in his monthly newsletter (http://kedm.org/listeningroom/default.htm). The College of Pharmacy, which is not physically contiguous with the rest of the campus, received information about the QEP through their newsletter, the *CQI Connection* http://www.ulm.edu/pharmacy/mpa/cqi/Nov07.pdf. They also had representation on the QEP Steering Committee. And the Office of University Relations sent out a PSA to the community with regard to the QEP and the necessary information to access the website or to consult Dr. Jeffrey Cass about their interest in the project. In addition, Dr. Eric Pani, ULM's SACS liaison and the point person for the compliance certification, published a newsletter detailing the SACS process at ULM, which included pieces on the QEP (http://www.ulm.edu/sacs2009/compliance.html). Dr. Cass consistently informed campus members that the QEP was a campus-wide project about learning and that it must reach across campus units and interests. Still, many submitted topics that were not directly related to student learning or were related but in too limiting a fashion. There were submissions about campus parking and safety, complaints about the actions of specific faculty and programs, and general suggestions for improvements on campus, which

were mostly illegitimate QEP topics. Nevertheless, the Steering Committee saw a great value in reviewing these submissions, as it began its work sifting through and winnowing submissions. It recognized that many relevant themes were emerging for administrative consideration, thereby making the QEP process a value-added one.

As the minutes of the fall meetings of the QEP Steering Committee reflect, the Steering Committee waded through an enormous number of topic possibilities, including initiatives on improving campus technology; calls to improve reading, writing, and critical thinking; recommendations about the improvement of FRYS courses (freshman seminar courses); numerous suggestions about the increase of diversity on campus; suggested methods of internationalizing the curriculum; ongoing efforts to institutionalize learning communities; and proposals on course redesign. Cass, the chair of the committee, reminded the group that many of these topics intersected and overlapped, and some consideration had to be given to making the QEP topic succinct and memorable. As was suggested several times at sessions of the recent SACS meeting in New Orleans, the campus should be able to summarize the QEP topic in pithy fashion ("The Purpose of the QEP is to…"). Members of the committee considered possible assessments that created several kinds of feedback loops, assessments that would provide data about individual pieces of the QEP and assessments that would provide an overall picture of the success or failure of the QEP. Further, the assessments should be both indirect and direct, that is, they could measure aspects like student perception, but they should also directly measure student learning. The use of NSSE (or some other internal perception instrument), for example, might provide interesting information about how ULM students perceived their learning within core classes, but there had to be direct measurements of learning within specific core classes as well as measurements of general education requirements such as literacy, numeracy, and/or critical thinking. The committee

discussed and recommended aligning results from core redesign to upper-level programs in order to determine whether or not those measurable skills and knowledge were retained at the upper levels and to what degree.

Spring 2008 Term

During University Week in the spring 2008 term, Dr. Cass introduced another presentation entitled “QEP: The Next Step” (See Link). It outlined the next stages of QEP development for the campus community, and the Powerpoint presentation was made available on the Web. In addition, the committee assembled five mini-prospectuses for the QEP Steering Committee of the major themes that emerged during review of the campus submissions about QEP topics. These five mini-prospectuses gave members insight into possible ways to focus the major QEP topics that emerged, possible relevant activities and assessments, public relations tag lines, and cost estimates for a learning project phased in over a five-year period. These topics included core curriculum redesign, campus diversity, electronic learning, nontraditional students, and undergraduate student writing (See Appendix B). While many on the committee preferred a QEP topic related to diversity, the group ultimately coalesced around the topic of student engagement through course redesign, and submitted all five topics forward to the SACS Executive Committee for consideration.

Discussions about these topics among members of the QEP Steering Committee recognized that increased student engagement, which was embedded in nearly all the QEP topics, had great relevance to the core curriculum, which covered all the (native) students who completed their core curricula at ULM. Increases in engagement throughout the core, it was felt at the time, portended an overall increase in student engagement throughout the University, contributing to student satisfaction, student success, and student retention. These motives explain why the activities described in

early drafts of the QEP stressed student engagement, as we well as course redesign in the Core Curriculum since most constituencies were concerned about student interest, absences, retention, DFW rates, and graduation and completion rates. Indeed, for many, increased student engagement meant increased student learning. After some discussion and study of the topic, however, most agreed that this argument was to some extent fallacious and that it would be difficult to connect actual learning outcomes with what were essentially perceptions of outcomes.

Moreover, the Steering Committee also did not initially believe that course redesign should lie solely within the Core Curriculum because they felt students should benefit from course redesign throughout their college careers. The Committee did not want to discover that the success of the QEP had no effect on students' performance within their majors, or that upper-level courses simply reverted to more standard delivery systems, without the benefit of many available pedagogical techniques that are used in most redesigns throughout higher education. Still, since the Committee did not have sufficient information about student engagement or student learning at the sophomore and junior levels to decide whether or not interventions were necessary, it decided to focus exclusively on the Core Curriculum and then perhaps consider such possibilities once the plan had been in effect for two or three years.

In addition, the Steering Committee also had no senior baselines with which to compare data longitudinally from the first to the fourth years. As a result, the Steering Committee discussed whether or not to include capstone redesign for those about to graduate. In this way, not only could indirect measurements, such as the NSSE be used, but also with proper rubrics, student achievement in core classes might be adequately compared to the student achievement of graduating students at ULM. Information derived from capstone courses could be used, therefore, both to address problems with

student learning in degree programs and in basic skills courses throughout the Core Curriculum.

After considerable discussion, the QEP Steering Committee recommended a QEP that link the concerns expressed on campus about student learning with those about the delivery of education within the Core Curriculum and its efficacy in inculcating important skill sets in writing, reading, numeracy, and critical thinking. This recommendation went to the SACS Executive Committee, which endorsed the recommendation of the Steering Committee although it considered the other topics as well. The majority of Executive Committee members echoed the sentiments of the QEP Steering Committee, affirming the need for redesigned courses, such as those already being redesigned for College Algebra and English Composition, eventually transforming course delivery within the students' major curricula, but first focusing on the delivery of the Core Curriculum.

Once the final recommendation returned from the SACS Executive Committee, the QEP Steering Committee agreed to form subcommittees to draft different sections of the Quality Enhancement Plan (See Appendix A). Dr. Jeffrey Cass chaired the sub-committee on external research that would look into the review of the scholarship on student learning and course redesign (some of which included literature on student engagement). Alison Loftin chaired the sub-committee on internal research that retrieved and analyzed institutional data already extant on student learning and course redesign. Dr. Bill McCown led the group that constructed the activities and assessments plan, while Laura Harris took charge of writing a public relations plan for the QEP, disseminating its information across the campus and the community and reinforcing the major elements of the QEP for campus constituencies. Once these pieces were drafted and reviewed, other sections were developed by the committee as a

whole, including an Executive Summary, a budget for QEP implementation, and Future Directions, which suggested directions the QEP might take once pieces of the plan had been put into place.

Summer and Fall 2008

Given the time constraints of the spring term, the actual drafting of the QEP took place in the summer, with review and oversight from the SACS Executive Committee. The drafting was completed in early August, in time for the beginning of the 2008-09 academic year. During late August and early September, the drafts of the QEP were sent across campus through the QEP Moodle site for comments and questions. All campus employees had access to the site. In early October, a revised QEP draft was sent to Dr. Gerald Lord, the SACS representative assigned to ULM. Dr. Lord reviewed the draft and made some useful suggestions on narrowing the focus and sharpening the organization. A smaller group of the QEP Steering Committee met in December to consider these suggestions, as well as making additional alterations to the QEP document that provided additional clarity and focus. They drafted those suggestions and then placed them for review on the Moodle site, which the QEP Steering Committee would review in January. Notable is the new emphasis on student learning through course redesign and not on student engagement as a measure of the plan's success. In the end, the Committee felt that increased student engagement would result from increased learning and not necessarily the other way around. It rejected the idea that by measuring student engagement, it would be measuring student learning, especially since most of the available performance measures were indirect and not direct, measures more of perception than of actual learning. "Engaging the Possibilities!" now meant finding new methods for increased active learning in the courses of the Core Curriculum, whether delivered in face-to-face, hybridized, or online formats. To be sure,

simple retention of students was important in terms of maintaining or increasing their time on task, but it was not itself sufficient for the success of the QEP since increased retention did not guarantee increased learning. Thus, the Steering Committee recommended that the campus narrow its attention to course redesign and not attempt to connect enhanced student learning through the indirect measures of student engagement. Data from indirect measures such as retention rates would go to the QEP Steering Committee for review and analysis, but they would no longer be key measures of the success of the QEP.

Spring 2009

Despite considerable discussions about what had already been produced, the SACS Leadership Team felt the document still needed to have a narrower focus, with more emphasis on pedagogy and active learning. The QEP Steering Committee then met and considered possible revisions, approving the current version, but providing additional possibilities for student learning outcomes and a complete revision of the assessment plan, including revised marketing and budgeting plans. Additionally, the QEP Steering Committee adopted an organizational structure for the plan as described by the *Handbook for Reaffirmation of Accreditation*. The new draft went out to the campus for review and further consideration. Dr. Cass and the QEP Steering Committee accepted recommendations for the final draft from the campus community, incorporated relevant suggestions, made the appropriate changes to the document, and sent it to Dr. Eric Pani, the SACS liaison for the campus, who sent all the necessary documents for the QEP to the on-site team that would visit the campus and give feedback on the plan.

In January and February, the QEP Marketing Committee launched its campaign to disseminate information about the plan to all campus constituencies, all of which would be affected by the implementation of course redesign within the Core Curriculum.

"Engage the Possibilities!" would appear throughout the campus community on banners, computer screen savers, pens, and sticky pads, reminders of the QEP topic and of the institutional commitment to course redesign in the Core Curriculum.

Summer 2009

In conjunction with the QEP Steering Committee, Dr. Lon Smith led the initiative to modify the QEP to respond to the SACS Leadership Team recommendations. Several significant components came from this initiative. A QEP Process Model was developed, which is detailed in chapter VI. The process allowed for the defining of logistical details within the QEP. The process, consisting of four phases: Prepare, Redesign, Implement and Evaluate, the entire course redesign process will be completed in two years or four regular semesters. The committee approved a model that would guide the redesign of courses during QEP implementation to achieve the overall QEP goal of student learning.

In light of the SACS Leadership Team recommendations and the new QEP process model, the QEP Steering Committee recommended a more realistic and reasonable number of courses within the Core Curriculum to redesign. Also, the Committee approved a more thoroughly developed and manageable time table to complete the QEP project. The QEP Steering Committee selected courses that had high student enrollments and low success rates. Additionally, the timetable was mindful of the workload on the courses' departments. The selected courses were then placed into three groups (see Appendix E for complete listing of selected classes by group).

Finally, also in response to the recommendations made by the SACS on-site committee, the University formed a task force to review student success on campus, which includes many additional faculty, students, and staff who were not originally involved with the development of the QEP. Discussions within this task force will include ways to integrate orientation, learning communities, and service learning more fully into

the curriculum and to investigate more thoroughly student attitudes about active learning and course redesign.

III. Identification of Topic

The purpose of the Quality Enhancement Plan at the University of Louisiana at Monroe is to increase student learning through course redesign. The identification of the topic resulted from a bottom-up process that included cross-campus constituencies and interested parties from off campus. The final topic formulation demonstrates an iterative process that had broad support, especially important given the goal of increased active learning within the Core Curriculum.

The purpose of the Quality Enhancement Plan at the University of Louisiana at Monroe is to increase active learning through course redesign of a cross section of the Core Curriculum. The ULM Common Core Curriculum was "established to serve to long term educational needs of ULM students" and "to provide a broader, stronger educational foundation that was created and adapted from the general education requirements of the Louisiana Board of Regents General education requirements" (*Undergraduate Catalog*, 2008-09, 78 and http://asa.regents.state.la.us/PP/Attachments/IV). The redesign of courses within the Core Curriculum will enhance active learning, "ensur[ing] that ULM's students will be intellectually well-equipped to complete their chosen programs of study, as well as to find a meaningful place in today's rapid-paced, integrated world" (*Undergraduate Catalog*, 2008-09, 78). The identification of the topic resulted from a bottom-up process that included cross-campus constituencies and interested parties from off campus. The final topic formulation demonstrates an iterative process that had broad support, especially important given the goal of increased active learning within the Core Curriculum.

IV. Student Learning Outcomes

This section explains the learning outcomes to which the QEP is committed*: *1. The improvement of student performance in redesigned Core courses, 2. The profusion of new and innovative pedagogies within redesigned courses, 3. An increase in course delivery strategies for active learning, 4. The creation of a data management system that stores information, allows for easy access and posting, and provides data for analysis of courses within the Core Curriculum.

At present, all courses in the Core Curriculum have learning outcomes and performance measures that analyze student achievement in specific Core courses. The measures themselves are various. They include: rubric assessment (composition); embedded questions on the end-of-course examination (art, economics), written critiques (music, music education, and dance), modular examinations (mathematics, physics), pre- and post-test assessment of historical knowledge (history), essay examinations (geology), and identification of concepts (anthropology). The results of these assessments have been decidedly mixed with some programs reporting acceptably high pass rates (over 70%) and others producing much lower rates (under 50%). These results suggest the need to revisit pedagogical practices in an attempt to maintain or elevate scores across the Core Curriculum, as well as to redesign courses so that any newly implemented practices have a maximum effect on student success. Moreover, a concerted institutional effort to embrace new pedagogies reinforces Goal 3 of the University's Strategic Plan, which speaks of "enhancing the academic learning environment" by "encourag[ing] experimentation with new learning modalities while supporting proven methodologies" (http://www.ulm.edu/strategicplanning/goal3.html).

Consequently, the discussions about student learning throughout the QEP process centered on the students' understanding of course content, as well as on the delivery mechanisms that would most effectively address student learning needs. Thus, the Quality Enhancement Plan stresses embedding pedagogical methods in course

redesign that emphasize “student-centered learning,” which is the focus of the University’s Vision Statement (http://www.ulm.edu/strategicplanning/statements.html). The traditional “sage on the stage” model, which often fosters passivity among students, must give way to a more hybrid model, which incorporates many kinds of active learning strategies into the instructional design process. In 1987, Good and Brophy published their classic research results identifying “Five Key Behaviors Contributing to Effective Teaching.” Among those behaviors that they identify, student interest in the learning process is one of the most powerful in predicting achievement. Without a broad range of pedagogical strategies that promote active learning, the overall success of the course may be much more limited, particularly for students whose basic skills are on the margins.

For the QEP to encourage active learning, it must support models for course redesign in which active learning strategies increase the effectiveness of both teaching and learning processes. According to Bowles (2006), active learning strategies promote critical thinking through engagement and imagination, and imaginative activities stimulate creativity in both teacher and students. Fink (2007) summarize three tenets of active learning: 1) Acquisition of necessary information, 2) Observation or participation in an experience (e.g. case studies, problem solving/decision-making, role-play, sharing experiences), and 3) reflection on meaningful information or experiences (e.g. one-minute papers, journals, learning portfolios). The skills nurtured by active learning strategies include communication, constructive controversy and conflict management, interpersonal problem solving, leadership, joint decision making, and perspective taking. Traditional teaching methods, which principally include reading textbooks, listening to lectures, working individually on assignments, and outperforming classmates on examinations are not as effective as active learning strategies, which not only prepare students for success inside the classroom, but life outside of it.

While the principles of the National Center for Academic Transformation (NCAT) and their pertinence for course redesign in the Core Curriculum at ULM are discussed below, it is important to visualize how active learning strategies support course content. Again, as Fink (2007) argues, successful instructional design includes three basic elements: learning goals, teaching and learning activities, and feedback and assessment.

Learning Goals	**Teaching and Learning Activities**	**Feedback and Assessment**
What do we want students to learn in our classrooms?	*What strategies should we use to involve students in their own learning?*	*How should we gauge the success of our strategies? Did the students have a significant learning experience?*

As this chart indicates, the learning process has three stages, at the end of which students will have been involved in a "significant learning experience." This result is not possible, of course, without the elements of foundational knowledge, application, integration, and learning how to learn. With proper course redesign, and with the embedding of multiple pedagogical methods, which may include new technologies, we hope that the students will be active participants in a transformational experience in their Core Curriculum courses. Active learning serves to strengthen and stimulate students' performance by consolidating new knowledge, integrating basic skills, and synthesizing information. Through course redesign, the QEP promises to achieve these ends.

To accomplish these objectives, the QEP phases in the redesign of the selected pieces of the Core Curriculum. At the conclusion of the five-year plan, a substantial percentage of the Core courses will be redesigned so that the questions Fink asks are

answered and the various redesigns are implemented. Using the current data as the baseline for the performance measures of each course, programs will:

- examine relevant redesign models,
- consider multiple means of assessment for current or new learning outcomes for each course,
- incorporate new pedagogies and technologies into course curricula, and
- establish a data management system that can be a repository for the vast amounts of information that will be produced.

The assessment results for each redesigned course will be evaluated against the baseline data for the course prior to the redesign, and course syllabi will be scrutinized for the alignment between content (as measured by the student learning outcomes) and pedagogy (as measured by the delivery mechanisms that convey and inculcate course materials). The details of this process of evaluation are described in Section VIII of the plan.

Furthermore, the plan will use an electronic data management system to collect, aggregate and disseminate data from the various courses within the Core Curriculum. It will also gather data from indirect measures, such as surveys from students and faculty, whose perceptions will be important to measure if there is to be true institutional buy-in for the wide-ranging redesign of selected course in the Core Curriculum that the QEP envisions.

First, the system will allow the University to collect scores from rubric evaluation, test scores, and other means of assessment used to measure student outcomes in the selected Core Curriculum courses. In addition, the University will also use the system as a document and program evaluation-reporting database. Documents such as course syllabi (before and after redesign) will be stored in our system, and qualitative content

analysis of syllabi (both current and redesigned) will address issues pertaining to active learning, as well as new pedagogies and technologies. This will allow the QEP Steering Committee to conduct a content analysis of what significant changes were made to the course through the redesign process.

For some of the indirect measures, perception surveys about the vitality and success of active learning in redesigned courses will be distributed. Questions will include perceptions of how courses are taught and how students are assessed (e.g. What percentage of class time is devoted to lecture, discussion, group work, review of previous content, or debates? What percentage of the grade for this course is determined by written exams, attendance and participation in class, written essays or reports, individual projects, oral presentations, or research papers?). The surveys would be administered to both faculty and students.

Using such a centralized management system will allow an efficient and streamlined method of collecting the data from the various programs. Data will be aggregated on a yearly basis and stored in the system. Moreover, using a centralized system allows various faculty members teaching Core Curriculum courses to assess the data and to collaborate on possible changes. Finally, the system will allow faculty members from various programs to collaborate with each other to improve the Core Curriculum based on aggregated data. An electronic data management system (such as Task Stream) will allow both individual programs that oversee particular Core courses and the QEP Steering Committee to collect data every year and evaluate the progress of the redesigned courses.

V. Literature Review

We report on the existing literature that culminates in a defense for the need for improving student learning through course redesign in the Core Curriculum and for seeking out and embedding new pedagogies in Core courses that promote active learning.

Because initial discussions centered on various aspects of student engagement, the sub-committee doing the external research on best practices at first centered its investigations on student engagement, in particular its close relationship with course redesign. The research eventually settled, however, on student learning through course redesign. Since the University had already committed resources to sending faculty members to conferences sponsored by the National Center for Academic Transformation, which focuses on course redesign, much of the information derives from information and models developed by many institutions across the country that face similar problems in student learning as those we face at ULM.

In his book *Our Underachieving Colleges*, Derek Bok observes, "There is evidence that many undergraduates are not sufficiently engaged to work conscientiously at their studies and that their numbers are growing" (112).[1] Many before Bok have argued, rather gloomily, that the present university system produces alienation among students because of the rise of academic professionalism (Bruce Wilshire),[1] encourages a bevy of technical requirements for undergraduate degrees at the expense of "liberal or

[1] While Bok appears to mean "engaged" rather broadly, akin to "inspired," he nonetheless is tying notions of student engagement to student learning, which is relevant though not central to the purpose of ULM's Quality Enhancement Plan. Bok's ideas about retention, engagement, and active learning derive from the work of McKeachie, Pintrich, Lin, and Smith (1986); Pascarella and Terenzini (2005); and Prince 2004). In the text, Bok mistakenly refers to "Pintrich" as "Patrick" (See Bok 117).

[1] Bruce Wilshire's emphasis on academic professionalism suggests that for many faculty members, whose professional lives depend on publications and disciplinary focus, student engagement and student learning are less important to meet than their "professional" obligations.

general education" (Benjamin Barber 205), or refuses to recognize that we live within our own institutional and ideological ruins (Bill Readings 169). Harry Lewis goes as far as to say that, at least with reference to Harvard College, the university has lost its "soul." But directly or indirectly, and Bok is perhaps the pithiest, critics of universities understand that there is a need to interest students, to engage them intellectually and philosophically, and to lift them out of their boredom and lethargy in order to achieve both the educational ends of the institution and the professional dreams of the students. To assist students in reaching those goals, many colleges and universities have recently focused on the strong link between what is now termed "student engagement" and student learning. Not surprisingly, Bok's observations do not merely reflect national concerns about the issue of student engagement but international ones as well.[2]

Marcelo M. Suárez-Orozco and Carolyn Sattin expand the notion of student engagement (or its lack) into a global issue, asserting that for demographically diverse environments, "Students are challenged to engage, and, in new ways, work through competing and contrasting cultural models and social practices that include, gender, language, and the complicated relationship between race, ethnicity, and inequality. Transcultural communication, understanding empathy, and collaboration are no longer abstract ideals but now have a premium" (18). Súarez-Orozco and Sattin's comments touch upon the emerging consensus about the nexus between student learning and student engagement, positing a relationship between the two that necessitates a transformation of an institution's academic landscape, both in and out of the classroom.

[2] We recognize that Bok's concept of engagement is distinct from that advocated by NCAT or other critics such as George Kuh, coming as it does, from the tradition of John Dewey and the American Pragmatists. Their criticisms of the current college experience are apt, but we are still supportive of colleges and the college experience as they presently stand. We feel that incorporating the principles of course redesign is not inconsistent with also believing in much that the current structure of college life has to offer.

Programmatic goals and objectives that may have once been regarded as the epitome of mere political correctness or ideological commitment have become socially and economically exigent, forcing institutions of higher learning to evaluate an issue like student engagement from a more pragmatic perspective. Many proponents of an increased awareness of student engagement have concluded that colleges and universities must incorporate purposeful and systematic statements about student engagement within their strategic plans. Indeed, many would argue, without this level of intentionality, institutions of higher learning will find it increasingly difficult to produce students who have the requisite skills and knowledge to succeed. The QEP represents a movement away from "the older 'tried and tested' models of teaching and learning," as Bryn Holmes and John Gardner suggests in their recent book *E-Learning: Concepts and Practices*, and toward e-Learning environments that require "new design procedures and protocols" in order to "shift the emphasis in teaching towards student engagement and peer support" (32).[3]

[3] Media and other popular accounts of the lack of student engagement, at all levels of education, continue to proliferate as well, questioning the relationship between retention and engagement. Gordon Freedman, Vice President of Education Strategy at Blackboard, cites "A gross lack of student engagement" as one of the problems with student learning, which for him remains as problematic with e-learning practices as it does with those utilized in face-to- face classroom instruction. While we might quibble with "relevance" as one of the principal sources of student apathy, we do agree that across the spectrum of academic and non-academic writing, the lack of student engagement is one of the principal causes contributing to the lack of student success. The problem of drawing students back into their own educations, at all levels, becomes one of the most difficult tasks public and charter schools, community colleges, professional and technical schools, and four-year colleges and universities must resolve if they are to increase retention and completion rates and satisfy the demands of their external constituencies. In short, it is a problem shared by all. Still, we would like to address the problem of student learning, which we feel will have a positive effect on any student apathy or lack of engagement "Engaging the Possibilities!" just means emphasizing "good practice" (per Chickering and Gamson) and how such practices will affect learning. Of course, as a term, "student engagement" is certainly not a new one, and research into student persistence extends back well in the late 1960s and 1970s with the valuable work of Vincent Tinto and Ernest Pascarella. Nevertheless, as Hamish Coates argues, the "concept of student engagement" may not be "new to education," but "the term has undergone change over time" (*Student Engagement16*). Whereas earlier

Not coincidentally, the Southern Association on Colleges and Schools (SACS) recently amended the guidelines for the Quality Enhancement Plan (QEP) to include learning environments, tacitly recognizing the complexities of student learning and the multiplicity of contexts in which it takes place: "Engaging the wider academic community, the QEP is based upon a comprehensive and thorough analysis of the effectiveness of the learning environment for supporting student learning and accomplishing the mission of the institution" (*Principles* 15) (http://www.sacscoc.org/pdf/PrinciplesOf Accreditation.PDF). For the QEP Steering Committee, enhancing student learning in the Core Curriculum necessitated a reconfiguration of face-to-face, online, and hybridized learning environments and included new pedagogical practices, cross-disciplinary initiatives, and non-technological innovations that are learning-centered and not teacher-centered. In order to nurture such an environment that meets the goals and objectives of the QEP, we must, in the words of Adrianna Kezar, "sustain" a "campus ethos" that fundamentally encourages the campus community to support the QEP, embedding its learning outcomes within the University's Strategic Plan and linking them to the general aims of student success within each unit. Kezar understands "ethos" as "operat[ing] in organizations and groups to establish deep bonds among its members, which, in turn, results in enhanced group performance" (14). Directly, and indirectly, the campus constituencies that investigated possible QEP topics did so because they were committed to establishing these bonds, recognizing that a successful QEP demanded such cooperation, without which there would be no "enhanced group performance." For ULM, turning the outlined activities of the QEP into curricular action through course

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research emphasized issues such as "time on task," recent definitions of engagement have become far more nuanced. Indeed, they are "linked with issues concerning belongingness, motivation, and community, as well as to the finance and pragmatics of student learning" (17). While learning is not something that happens apart from students' lives, the breadth of a QEP that included both student engagement and course redesign would make its implementation difficult to achieve and its success hard to measure.

redesign depended on a kind of fusion, which Kezar describes as “the purposeful connection across learning and other collegiate experiences” (16). “Fusion,” Kezar writes, “is fundamental and is manifested in cross-campus collaborations, joint programs, cross-divisional communications, and unity between the campus and the community” (16).

The transformation of redesigned classes in the Core Curriculum (and, it was hoped, eventually at the upper levels of degree programs at ULM) will require an ongoing, deep cooperation among campus constituencies, especially among academics, student support services, the Faculty Senate, the Student Government Association, and the campus administration. This cooperation becomes essential precisely because without it the QEP will merely be a bureaucratic initiative, rather than an authentic and intentional plan, in which “Pedagogical innovation, a sense of community, interdisciplinarity, and outcomes-based education are experienced by the students as authentically important to faculty members and staff.” By tending to the plan’s intentional designs, the University will see results that will include, to use Kezar’s useful categories, a shared understanding of student learning and the campus ethos that supports a program of learning enhancement. Such new learning environments realize a co-creative sense among the campus participants, and only through active cooperation can the QEP be established and “perpetuated” (17). The QEP provides an “anticipatory socialization” in which new members look forward to their roles in maintaining a campus ethos of student learning, a culture of listening and planning rather than one of enforcement and reaction, and a strong University commitment to productive relationship building so that the goals and objectives of the QEP can be continually refreshed and its cooperative relationships fed and reinforced.

Kezar cites the prolific work of George Kuh (and his many collaborators) in her essay. His work has indeed been vital for developing notions of student learning, in

particular in refashioning courses so that they no longer seem isolated within the curriculum, but are the result of a collaborative process that extends outside the classroom.[4] Like Kezar, Kuh stresses the intentionality of the classroom experience and the ways in which learning derives both from course content and connections to other campus activities. "Faculty and staff," he urges, "must use effective educational practices throughout the institution and create a culture congenial to student success" (37). To engage these practices, Kuh suggests appropriate instructional software and web-based learning, promotes mastery based on modular formats, pushes the need for online support systems, and recommends "alternate staffing" for instructional personnel, such as the use of undergraduates as peer mentors and course assistants. These concrete suggestions, however, are dependent on the campus commitment to active learning. In "What Matters to Student Success: A Review of the Literature," Kuh and his collaborators succinctly outline the effectiveness of redesigned courses. Citing several sources, they summarize these new pedagogical forms for redesigns in science, engineering, technology, mathematics, and health sciences.[5] Students need "…more

[4] Constructivist examples include visualization and mind mapping (spatial or visual learners), peer tutoring and role play (interpersonal learners), self-checking materials and journals (intrapersonal learners), and "Hands-on" activities (tactile learners). See "Multiple Intelligences and Learning Styles in the Classroom (http://74.125.45.104/search?q=cache:uEDYJjn2acsJ:www.saskschools.ca/curr_content/constructivism/where/knoll/lap/latmultint.html+EXAMPLES+OF+CLASSROOM+experience+preferred+learning+styles&hl=en&ct=clnk&cd=1&gl=us). These kinds of activities, intended for young learners, can be adapted for higher-education needs. In a final report prepared for the Lumina Foundation, Kuh writes: "Faculty members in partnership with student affairs professionals and other staff familiar with culture-building strategies can work together to fashion a rich, engaging classroom experience that complements the institution's academic values and students' preferred learning styles" (37)

[5] Not coincidentally, STEM initiatives (science, technology, engineering, and mathematics) have recently been supported by states like Louisiana and Georgia in order to elevate the quality of education in these areas, to enhance the competitiveness of their graduates within a globalized workforce, to retain some of the graduates for teaching in K-12 STEM disciplines, and for students to do research in STEM areas. See University System of Georgia Strategic Plan (http://www.usg.edu/strategicplan/

active learning in place of the traditional lecture format; the infusion of cooperative learning into lectures; and the addition of in-class science activities, debates, simulations, and discussions…students learned more effectively by participating in a cooperative group; enjoyed social interactions; characterized the classroom environment as friendly, non-threatening, fun, and dynamic; and reported a sense of belonging and camaraderie because they regularly interacted with peers and learned from each other" (68-69). Kuh's conclusions comport with theoretical notions and practical applications about how student learning must be integrated within the active learning contexts and supported academic environments of redesigned courses. The point of these efforts, and those that follow, is to engage students in terms of their learning so that they learn more and better.

Additional review of the external literature provides more evidence of the professional interest in student learning through course redesign. Within higher education, there are an abundance of course redesign projects, covering a surprising array of disciplines. To be sure, the vast majority of redesign projects are constructivist in nature, that is, they measure how learning results from constructing an intentional, purposeful environment. Hyde and Fife, who creatively use such films as *Sybil* and *A Beautiful Mind* in nursing courses in order to inculcate an appreciation for the problems in mental health, argue that "constructivist learning emphasizes five interdependent attributes of meaningful learning: activity, constructiveness, intentionality, authenticity, and cooperativeness" (95). Or, in another passage, they reiterate their constructivism by arguing that "Authentic learning situates the task in a project-based learning environment, and this also helps learners transfer knowledge to new situations" (95). Interestingly, nursing education has produced several projects in course redesign. More

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four/stem.phtml) and LA-STEM Research Scholars Program (http://www.lsu.edu/lastem/appointment.htm)

theoretically, but also concerned with nursing education, Pamela Ironside discusses how narrative pedagogy, based on the work of Martin Heidegger, is used to prepare students for “contemporary practice” because the construction of narratives calls for critical thinking on the part of nursing students (478). Likewise adhering to constructivist paradigms, Coneição and Taylor use online concept maps and reflective journals to demonstrate the linkages between theoretical materials and clinical practice.

M.C. Buncick reports that “connectivity” can be “infused into the standard physics lecture format...to underscore the relationship between connectivity, engagement, and inclusivity and to highlight the role that well-designed and implemented demonstration can play in curricular reform” (1239-1240), while Priscilla Laws does calculus-based physics without lectures at all, relying instead on computer tools and kinesthetic apparatus to implement a workshop approach for her students. Udovic, et al, do much the same for biology as Lowes does for physics, implementing a workshop for introductory biology courses that forces greater collaboration among students and greater conceptual applications by addressing and improving “students’ ability to make decisions about biologically based issues” (279). Moreover, they felt that the workshop approach permitted a more interactive environment, in which students better appreciated science and scientific thinking. Keller, Whittaker, and Burke use debate as a means of “promoting competence in policy practice and in-depth knowledge of substantive topics relevant to social policy” in social work courses. McCarthy and McCarthy integrate experiential learning into business curricula in order to enhance students’ theoretical knowledge.

The National Center for Academic Transformation (http://www.center.rpi.edu/) reports many additional projects, all of which are designed to increase student learning and, by extension, student performance. California Polytechnic Institute and four other Cal State campuses have put remedial mathematics online using commercial

courseware. Indiana University supports Richard Hake's efforts with "Socratic Dialog-Inducing Labs" to augment the success with physics students in introductory mechanics. East Carolina University provides an interactive manual for their online chemistry labs, Florida International University has redesigned their English composition courses with a self-contained composition software program while Glendale Community College has transformed their remedial English courses with a combination of software programs and required reviews of students' work through scheduled group work with a writing instructor. An Interactive Learning Toolkit allows Harvard to increase interactions in large lecture science courses while Kansas State University has created an interactive CD ROM for their introductory psychology courses. Michigan State uses asynchronous learning networks for their calculus-based physics courses, and Penn State has transformed its basic Spanish courses with a replacement model redesign (See http://www.center.rpi.edu/PlanRes/R2R_Model_Rep.htm). Given the librarian shortage, the University of North Texas uses several formats to deliver a library science certification since enrollments fluctuate wildly in this discipline, and they can control costs and quality with a more flexible program (http://www.untecampus.com/default.cfm?p=programs). Other participating institutions in course redesign include the University of Texas (Engineering Graphics), University of Southern Mississippi and the University of Alabama (College Algebra), University of Wisconsin-Madison (Engineering), Virginia Union University (English, Psychology, and Drama), University of Western Ontario (Teacher Education), Rockford Business College (Computer Science), New England Institution of Technology (Technical Communications), University of Massachusetts-Amherst (Chemistry), University of Mississippi (Geospatial Science), and Rutgers University (all introductory courses).

Not surprisingly, the QEP depends, conceptually and practically, upon many of the precepts of NCAT. First, many of the redesign projects are intended to serve

underserved student populations, particularly in gatekeeper courses, since many students fail these courses because of inadequate preparation on their part or inadequate intervention on the University's part. Second, as Peter Ewell, Vice President for the National Center for Higher Education Management Systems, remarks in his preface to Carol Twigg's monograph *Increasing Success for Underserved Students*: *Redesigning Introductory Courses*, these students "must not only complete such courses but also effectively master the skills and knowledge that the courses encompass, because most of them are prerequisites for the rest of the undergraduate curriculum" (1). Third, given the rising costs of education, course redesign for many adherents in the course redesign movement means that successful redesign saves institutions money. This is the only NCAT objective with which many in the campus community found unappealing and took issue since the focus of the QEP was on the improvement of student retention and learning. Associated expenditures projected for the QEP were simply the cost of doing business.

To be sure, the QEP is not dismissive of cost savings that might result from specific course redesigns, but it is primarily concerned with increased student learning. Indeed, there is a recognition that course redesign will, at least initially, be a costly endeavor for several reasons. The training that faculty members must be given if they are to successfully redesign curricula will require a number of institutional resources, and ULM must additionally commit to new technologies associated with technology-enhanced instruction since most of the redesigned courses will have online components. For example, many faculty members may place lectures and quizzes online, reserving face-to-face time for smaller group interaction or for individual projects. These strategies may also result in section and course consolidation, increased reliance on peer tutoring, shared resources, and reduced space requirements (Twigg, "Increasing Success," 13-16). Sometimes these become cost-saving strategies, but again this is not a part of the

overall goals and objectives of the QEP, nor is it included in the assessment plan. Moreover, and perhaps most crucially, there must be consistent and automatic feedback for students, frequently achieved through an online process, without which the redesign becomes more difficult to make successful. The creation of cohorts of faculty who will become familiar with the contours of several redesign models will facilitate redesign on the ULM campus and provide the requisite knowledge for possible hybrid models.[6] All course redesigns are intended to increase measurable student learning in Core Curriculum courses. Moreover, while we fully expect faculty to make use of NCAT models, we also expect faculty to produce many variants that meet the local contexts of our campus and our student body. We shall not simply import NCAT models wholesale, with the expectation that faculty members will conform their course materials to fit preconceived models.

While critics like Catherine M. Wehlberg concern themselves with varied types of student engagement, Kuh, et al, in the recent book *Student Success in College: Creating Conditions That Matter* interrogates two key "components" for student success: "The first is the amount of time and effort students put into their studies and other activities that lead to the experiences and outcomes that constitute student success. The second is the way the institution allocates resources and organizes learning opportunities and services to induce students to participate in and benefit from such activities" (9). ULM's QEP on student learning through course redesign attempts to fold both components into its structure. First, by initially focusing on the courses within the Core Curriculum, the plan affirms the importance of the time students spend in acquiring basic knowledge and skills, without which they cannot easily succeed in their chosen professions and fields.

[6] Carol Twigg originally outlines several models of course redesign, including the Supplemental Model, the Replacement Model, the Emporium Model, the Fully Online, and the Buffet Model. Recently, NCAT added a sixth model, the Linked Workshop (Go to: http://www.center.rpi.edu/Newsletters/Jul08.htm#1A).

Second, by allocating significant resources to the QEP, the University acknowledges that "learning opportunities" must be supported and integrated into a larger framework that moves beyond the core and into degree programs, emerging finally into real-world possibilities.

Finally, the work of Kuh and others reveals that there is "no single blueprint for student success" (*Student Success* 20). As such, the University may make use of the learning models cited above, in whole or in part, but always bearing in mind the uniqueness of ULM's internal culture and institutional history. Some preliminary redesigns have already occurred, including College Algebra and English composition. In other cases, such as in the possible redesign for physics and chemistry, faculty members have had productive discussions through committee and email about possibilities for redesign. The external research, thus, provided research and pedagogical models for various campus constituencies; the internal research showed which would be applicable to the students and courses at ULM. Despite the multiplicity of models and perspectives, however, decisions regarding the activities and the assessment(s) of the QEP are not, to use Kuh's notion, "serendipitous" (9). Rather, they affirm an intentionality that combines all the components of the Quality Enhancement Plant in a united effort to push course redesign and implement active learning strategies that enhance student performance across the Core Curriculum.

VI. QEP Activities

This section outlines activities that the institution will employ In order to implement course redesign within the Core Curriculum.

1. Faculty Training Initiatives. To facilitate course redesign faculty must be given the necessary resources to ensure the success of the redesign process.

a. **External Training.** As an initial step, the institution plans to send groups of faculty to the yearly NCAT for exposure to theory and methodology relevant to our QEP redesign efforts (perhaps ten to twelve faculty members per year), as well as to train additional faculty members in state-of-the-art higher education classroom technology (to be determined by the QEP Steering Committee once individual redesigns have been completed). These cohorts of faculty members can then assist with the redesign efforts, staffing our own workshops and seminars on course redesign. Because the crux of the Quality Enhancement Plan centers on active learning, faculty in these cohorts will adapt their new training to focus on active learning, and our assessments will reflect this new focus.

b. **Bringing Redesign Experts to Campus.** The University will bring recognized experts in pedagogy and course redesign to campus. These experts will provide training and facilitate breakout sessions for the faculty during designated calendar events such as University Week (the period of professional development prior to the start of classes each semester).

c. **Peer Workshops.** While training in redesign models and methods at the NCAT Conference or perhaps with a more technology-driven conference such as MERLOT, faculty members need to share and help one another with the redesign effort. Consequently, the University plans to establish peer workshops, in which faculty members will become "redesign trainers" for the ULM community. These peer trainers will assist with facilitating discussions in redesign methodology and practice, as well as the relationship between new technologies and pedagogy.

d. **Faculty Technology Training.** A second group, composed of two faculty members from each College, will volunteer to receive training in innovative

practices of technology in the 21st Century classroom, particularly within hybridized environments. Technological possibilities include: pod casting, video streaming, learning objects, audio response systems, e-portfolios, and clicker technology, all of which have been recognized as important methods of enhancing learning in online (Evans), blended (Draper and Brown), and traditional courses (Aspden and Helm). Selected faculty members will attend relevant conferences in technological and instructional design, such as MERLOT (Multimedia Educational Resource for Learning and Online Teaching, EISTA (Education and Information Systems, Technologies and Applications), or EDUCAUSE [Go to: (http://www.educause.edu),(***http://www.iiis2009.org/imsci/Website/AboutConfer.asp?vc=5***), (***http://www.merlot.org/merlot/index.htm***)]

2. **Core Courses and Redesign.**. Relevant student data, discussed in the Assessment section below, will be collected and analyzed for students taking these identified courses. These data will be used for evaluative comparison, discussed in the next section. Courses that will be redesigned include large sections of popular courses listed below as well as smaller lecture courses that can be redesigned for larger class sizes. Discussions within the QEP Steering Committee have stressed that redesign models for Core courses MUST consider pedagogical innovations that have important non-technological components, including modules on multiple learning styles, individual differences among students, active learning, and more efficient course planning. Many of these non-technological possibilities that have an impact on course redesign will be pursued in the University Institute for Course Redesign.

3. University Institute for Course Redesign. The goal of the QEP is to promote active learning. We believe we can best do so by first encouraging classroom innovation. As

knowledge changes, it is useful to have a core resource to house expertise associated with dynamic patterns associated with this vibrant discipline. Consequently, we shall establish the University Institute for Course Redesign (UICR) to be housed in the University Library. This Center will assist all instructors in diverse learning styles, alternative pedagogies, and relevant technological innovations for face-to-face, hybrid, and web-based courses. Under the direction of the QEP Director, the UICR will also serve as a central and coordinating point for the process of course redesign. This center will be responsible for coordinating the training of new faculty, as well as ensuring that faculty teaching courses in the Core Curriculum receive training in the NCAT model and in new pedagogies.

Furthermore, the Institute will provide information and assistance to faculty members on new course redesign models and potential alternative assessment methodologies. The institution wishes to ensure that as many redesigned courses as possible feature evaluation techniques that encourage problem solving, critical thinking, transfer of concepts from one domain to another, and real world application of learning. Certainly the University realizes that in many cases, traditional assessment may be the only method that is appropriate and practical. However, the UICR will work hard with instructors and departments to find alternative suggestions that enhance active learning.

4. Automated Help Desk. Based on research suggesting that frustration with technology may be problematic in some environments (Hove and Corcoran), we propose a 24-hour automated help desk for all Core-redesigned courses. This will be phased in during the first year of active course redesign and will be online within one semester of initial course reconfiguration implementation. This semester gap is necessary to collect relevant systems data and pilot the relevant procedures. The mission of the Help Desk is to enhance active learning by reducing technological frustration and empowering

students to spend more relevant time on task and less time “problem shooting” or otherwise being distracted by other learning-related tasks. The Help Desk will provide: 1) Powerful, flexible search and retrieval methodologies, ensuring students receive rapid, accurate, and consistent responses for common problems encountered in technologically saturated courses; 2) Prompt email or live response to requests for help with software or hardware issues, as appropriate; 3) Knowledge-based management with enhanced technologies through a instructor-designed FAQ and self-learning systems; 4) A procedure for rapid bug fixes and incident tracking, which is especially important for new technology application; 5) Basic support for common instructor problems, such as “crashed tests” and “lost” uploads that often accompany the new lifecycle of software application; and 6) Relevant external resources, such as Student Success Center, where content-related academic problems may be better addressed. We anticipate that the Help Desk will serve the majority of students in redesigned Core courses by Year 5 of the QEP.

5. Technology Options in Course Redesign Models. The QEP Steering Committee believes that it is inappropriate to use a “one size fits all” model regarding course methodology or technological options. Optimal use of technology depends on the unique needs of every department and course. Indeed, despite the rise of online courses and programs across campus (and the University of Louisiana System), the QEP still stresses the needs for pedagogical innovation in face-to-face learning, albeit in classrooms that may employ new technologies and, increasingly, within hybridized learning environments.

Some of the standard practices for the incorporation of online components into all courses, including those that are face-to-face, typically include:

a. Access to basic course description, syllabus, and daily class outline

b. A user-friendly interface, generally with minimal system requirements

c. Software featuring a relatively minimal learning curve for students
d. Procedures for contacting the instructor, either in real time or via e mail
e. Capacity for students to work or study together in virtual groups
f. Lectures and printed materials available on the web, including power point presentations and pdf files
g. An online gradebook
h. Links to internal and external databases

We believe that the following, less common features will eventually be commonly included in redesigned courses:

a. Downloadable web-intensive media, such as videos
b. Shared calendars, with online syllabi tied to external hypertext
c. Integration of material from other courses, where appropriate
d. Common Gateway Interface (CGI) scripts used to pass information onto a server and generate immediate, usable results—independent of the end user's platform (Go to: http://communication.howstuffworks.com/cgi.htm)
e. Virtual or online office hours for the instructor
f. Streaming media that allows the student to see the video (or hear audio) on demand
g. Computer based pre-tests, practice tests, diagnostic quizzes, and feedback-oriented tests
h. Games, quizzes, and pseudo competitive "quiz bowls" carried out in asynchronous or real time; these create interest, which heightens attention and retention.
i. Use of mini lectures in MP3 format

This inventory becomes a bank of pedagogical possibilities for redesigning courses within the Core Curriculum. An extensive list is important for the faculty to consider since

some of these techniques will be more or less successful, depending on the needs of each redesigned course and skill sets it attempts to inculcate. For both retention and learning, this inventory becomes the basis for increased student engagement throughout the campus. The QEP Steering Committee remained emphatic in all of its discussions that course redesign should not be limited merely to the inclusion of technological innovations but rather be guided by a general philosophy of engagement, with the goal of enhanced learning, in all courses, whether online, hybridized, or face-to-face. However, we do believe that new and emerging technologies are transforming the delivery of courses in higher education and that we must focus on their efficacy if we are to achieve the levels of student engagement we desire as manifested by our goals of increased retention and learning. We look for technological innovations that can assist with better illustrating key theories, examples, and appropriate methodologies. We seek to integrate emerging software that encourages critical thinking responses. We shall explore technological innovation offering quick, constructive feedback that is fully groupware enabled, while permitting smooth transitions to new course delivery systems.

6. Advanced and Enhanced Faculty Use of Software Management Tools. Increasingly, instructors have been relying on the software management tool Moodle, even in their face-to-face courses. Moodle allows for the integration of a variety of media including audio-on-demand, downloadable video, MP3s for podcasting, and an array of Flash-based resources. Moreover, Moodle's design is appropriate for cooperative learning and immediate feedback. Users can interact with each other, chatting synchronously or through messages. Lesson modules allow guided learning paths to assure pedagogical integrity, mastery learning, and monitoring effort. Moodle can also be used as a survey or research tool for development of student projects and questionnaires. Additionally, Moodle features a scripting language, allowing it immense flexibility for a variety of projects. Although most faculty are aware of some of these

features, few use all of these features. By increasing training, we believe that they will make use of these more advanced features. We anticipate that all the faculty teaching in redesigned Core courses will incorporate advanced features of Moodle by Year 3 of QEP implementation, with the goal of 60% of total faculty trained in advanced features of the present software management system by Year 5.

VII. QEP Project and Process Model

This section briefly explains the process model that the University will employ to redesign each course. The QEP rubric that defines the characteristics of a redesigned class is also explained in this section.

QEP Project. The QEP project will be overseen by the QEP Director. As discussed below, the Director will ensure the process model is implemented in the courses selected for redesign using the presented timetable. The QEP committee will continue its mission by overseeing the QEP redesign project. During the last semester of the QEP, the QEP Director will also be responsible for evaluating and documenting the QEP project, as well as presenting a report to the QEP committee for review before general release, after which a final report will be presented to SACS.

Process Model Outline. The process model consists of four phases: Prepare, Redesign, Implement and Evaluate (see Exhibit 1 below). To prepare, initial or ground data are recorded for the selected course. Once data are collected for a course, the course enters the revision loop. The course is redesigned, implemented and evaluated. This is an iterative process, where in a course may have to be redesigned multiple times before significant improvement is attained.

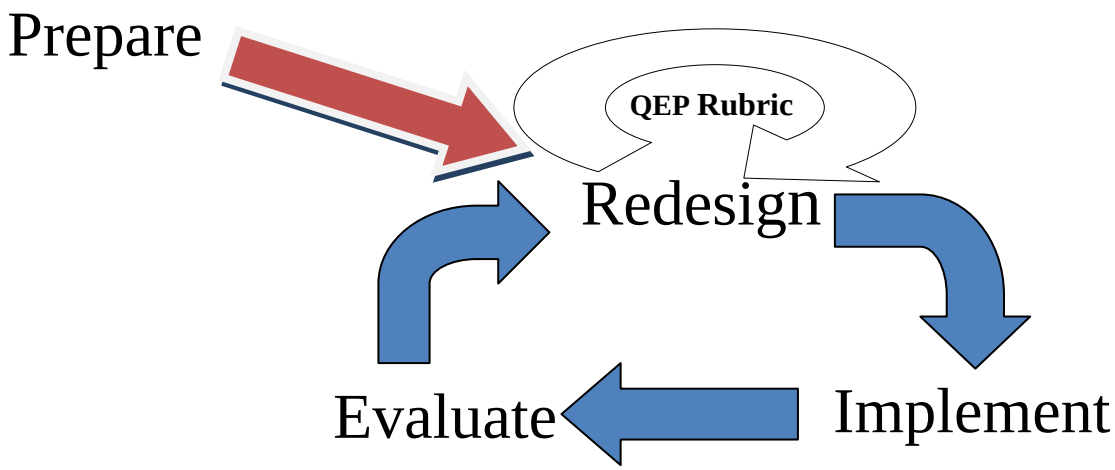


Exhibit 1: QEP Process Model

Phase 1 – Prepare. The preparation phase gathers pertinent fundamental data on a course to be redesigned. Because the selection of courses to be redesigned is based on problems of success and retention preparation phase focuses on two key issues. First, the learning objectives of the class must be identified. Faculty members who will oversee all course redesigns and will determine the required learning objectives. Next, a baseline assessment of the outcomes from the stated learning objectives must be gathered and documented. To ensure effective evaluation of course redesign success or failure, accurate baseline measures are vital. Some courses do have these measures in place already and may begin the redesign of a course earlier than anticipated.

Phase 2 – Redesign. The redesign of courses is the heart of the QEP. This step will be the most demanding for the faculty facing the challenge of course redesign. Included in this phase is the selection of the course format, the application of best practices, and the possible incorporation of new techniques and technologies. The QEP is in place to assist faculty in re-thinking the design of their courses. The operating principle of the QEP to align student learning outcomes of course will promote better learning.

The QEP Director will be in charge of facilitating course redesign efforts. The QEP Director will also manage all QEP activities (see section VI), including the management of external training, coordination of campus visits of redesign experts, development of peer workshops, and scheduling of technology training and coordination of other expertise improvements in course redesign. To evaluate proposed redesigned courses, a QEP rubric was developed for evaluation purposes. The QEP Director will be in charge of selecting and training QEP rubric evaluators, or a QEP Evaluation Team, from the faculty to evaluate courses before and after they are redesigned and implementation. The rubric used to evaluate the redesign of courses focuses heavily on aligning all facets of the course with the stated learning objectives. After evaluating a course redesign using the QEP rubric, the QEP Evaluation Team will convey its findings to the QEP director.

The QEP rubric details standards to be used in evaluating course redesign before implementation, emphasizing three elements: Learning Objectives, Learning Assessment and Learning Outcomes. The rubric consists of 25 standards with each standard weighted from “1” to “3” based on the importance to the redesign. For example, of the 25 standards, 12 standards are deemed to be *essential standards*; therefore, each of these 12 standards carries a weight of “3”. The QEP rubric is not a scaled rubric, wherein a standard receive a poor, adequate or exceptional rating. If a course complies with a specific standard, then that standard receives the designated point value associated with the standard. If a course does not comply with a specific standard, then that standard receives a “0” point value.

The QEP Rubric divides six categories into 25 standards three of the six categories are considered key—Learning Objectives, Assessment and Learning Engagement. contain 7 of the 12 *essential standards*. This allows the QEP to focus the redesign efforts without the introduction of a template-based redesign since faculty from

each discipline may accomplish a redesign with whatever format is perceived to be the most functional for a specific course.

The 6 categories and 25 standards, along with their assigned point value rating, are listed in Exhibit 2.

Exhibit 2: QEP Rubric Standards

I. Course Overview
   1. Introductory Orientation - 3 pts. ***Essential***
   2. Faculty Professional Communications - 3 pts. ***Essential***
   3. Student Communication and Conduct - 2 pts.
   4. Learning Support and Availability - 2 pts.
   5. Prerequisite Skills and Requirements - 1 pt.
   6. Course Repository - 1 pt.
   7. Compliance Requirements - 1 pt.

II. Learning Objectives
   1. Measurable Course Learning Objectives - 3 pts. ***Essential***
   2. Measurable Unit/Module Learning Objectives - 3 pts. ***Essential***
   3. Learning Objectives Assessment Levels - 2 pts.

III. Assessment and Measurement
   1. Learning Objective Assessment Alignment - 3 pts. ***Essential***
   2. Course Grading Clarity - 3 pts. ***Essential***
   3. Evaluation Criteria Clarity - 3 pts. ***Essential***
   4. Assessment Instrument Reliability - 2 pts.
   5. Timely Feedback Provision - 1 pt.

IV. Resources and Materials
   1. Instructional Materials Support - 3 pts. ***Essential***
   2. Instructional Materials Adequacy - 3 pts. ***Essential***
   3. Course Material Citation - 1 pt.

V. Learning Engagement
   1. Learning Activities Appropriateness - 3 pts. ***Essential***
   2. Learning Activities Interaction - 3 pts. ***Essential***
   3. Feedback Mechanism Established - 1 pts.

VI. Course Technology (*Optional Category*)
   1. Technology Appropriateness - 3 pts. ***Essential***
   2. Technology Interactivity - 2 pts.
   3. Technologies Accessibility - 2 pts.
   4. Technology Instruction - 1 pt.

Based on the above point values, the maximum score a redesigned course can achieve is 55. For a course to move to the implementation phase, the course must comply with all 12 essential standards and must receive at least an 85% compliance

measure, or 47 points (85% of 55 total points is 47 points). One exception within the QEP rubric pertains to technology. If a course or course format is not benefitted by the use of technology or when technology is a deterrent to content delivery, a course will not be evaluated under the Course Technology category.[7]

A complete explanation with examples for each standard can be seen in Appendix D: ULM QEP Redesign Rubric.

Phase 3 – Implement. After a class has successfully passed the QEP redesign rubric, the course will enter the implementation phase and will be taught using the approved, new format. The QEP Assessment Coordinator will work with the faculty, who developed the course and designated a faculty member to oversee assessment gathering and documentation, to ensure the assessment vehicles are in place and data are collected.

Phase 4 – Evaluate. In the evaluation phase, the faculty will analyze the assessment measures and submit the assessment analysis to the QEP Assessment Coordinator. These results will be compared by the QEP Assessment Coordinator to previous assessment results. The QEP Assessment Coordinator will communicate the findings to the QEP Director. The QEP Director, in consultation with the QEP Assessment Coordinator and the faculty, will determine the success of the redesign. Based on this appraisal, the QEP Director will schedule future redesign as needed.

[7] The Course Technology category is considered to be an optional category. Under these circumstances, the maximum score a redesigned course can achieve if a course is not evaluated using technology is 47. Such, a course will "pass" if the course complies with the 12 other essential standards and receives at least 40 points (85% of 47 points).

VIII. Timeline

This section provides a detailed timeline from 2009 through the year 2013.

Pre-QEP Course Redesign. The first cohort of faculty members went to the NCAT conference during the 2006-07 and 2007-08 academic years to learn about the principles of course redesign. During this period, College Algebra and English Composition went through a partial redesign. A pilot project is already underway for American Literature, with full redesign for all sophomore literature courses under consideration.

Year I (2009-10). The University will hire the QEP Director and establish the University Institute of Course Redesign (UICR). Once hired, the QEP Director will oversee the hiring of staff and the purchase of the Data Management System. The University will also send another cohort of faculty to the conference sponsored by the National Center for Academic Transformation in order to learn about redesign possibilities for courses scheduled for redesign. Faculty members attending the NCAT Conference will return and provide peer workshop opportunities for other interested faculty members. In addition, the University will bring in experts who have demonstrated successful course redesign and pedagogy at other institutions.

Coordinating with Academic Affairs, the QEP Director will consider options for establishing the Automated Help Desk. Through several phases, the Help Desk will become operational by Year II, thereby giving students access to information that will facilitate learning, rather than being distracted by problems with the new technologies. Faculty will be given additional assistance through a series of workshops, as well as advanced training in the uses of Moodle. The QEP Steering Committee will also oversee the creation of the first peer workshops that promote active learning.

Courses to begin redesign during 2009-10: MATH 111- College Algebra, ENGL 101, 102 - English Composition I and II, PSYC 201 - Introduction to Psychology, ECON 201 - Macroeconomics Principles, MATH 116 – Elementary Statistics, BIOL120, 122 – Principles of Biology I and II, HIST 201, 202 - United States History, UNIV 101 - University Seminar.

Year II (2010-11). The University will send additional cohorts of faculty for training at the NCAT conference and/or other relevant conferences. With three cohorts having had access to this information, the QEP Director can oversee the establishment of internal seminars and workshops for faculty interested in course redesign and advanced course management tools. As in Year I, the University will bring in experts who have demonstrated successful course redesign and pedagogy at other institutions. The Automated Help Desk should be fully functioning by this time, a regularly scheduled peer workshop system should be in place, and preliminary data for some of the redesigned courses should be flowing into office of the QEP Director and thence to the QEP Steering Committee. Courses to begin the process of redesigned in 2010-11: SOCL 101 - Introduction to Sociology, MUSC 191 - Music Enjoyment, BIOL 101 - The Living World, HIST 111, 112 - World Civilization, ENGL 205, 206 - American Literature, CHEM 107 - General Chemistry, BIOL 114, 115 - Fundamentals of Anatomy and Physiology, GEOL 101 - Physical Geology, GEOL 102 - Historical Geology, MATH 114 – Applied Calculus for the Life Sciences, MATH 118 – The Nature of Mathematics.

Year III (2011-12). The University will send additional cohorts of faculty for training and information at the NCAT conference and/or other relevant conferences. With four cohorts having had access to this information, the QEP Director can oversee the establishment of additional peer workshops for faculty interested in course redesign and advanced course management tools. At this point, forty to fifty faculty members will have

been sent to national conferences for information on course redesign and/or advanced tools in course management and emerging technologies for higher education. As in Year II, the University will bring in experts who have demonstrated successful course redesign and pedagogy at other institutions. Courses to begin the process of redesigned during 2011: MATH 112 - Trigonometry, MATH 113 - Elementary Functions, CHEM 101, 102 - Introductory Chemistry I and II, GEOG 101, 102 - Regional Geography, BIOL 110 - Human Biology, ENGL 203, 304 - World Literature, ART 109 - Art Appreciation, PHYS 203, 204 - General Physics, PSCI 101, 102 - Introductory Physical Science

Year IV (2012-2013). The University will send additional cohorts of faculty for training at the NCAT conference. With five cohorts having had access to this information, the QEP Director can oversee the establishment of internal seminars and workshops for faculty interested in course redesign and advanced course management tools. At this point, fifty to seventy faculty members (or about a third of the entire faculty) will have been sent to national conferences for information on course redesign and/or advanced tools in course management and emerging technologies for higher education.

Year V (2013-2014). The QEP Steering Committee will review all QEP data pertaining to SLOs, pedagogical innovation, technology use, and General Education assessment from the previous five years. The QEP Director will create a report, which the QEP Steering Committee will review and forward its recommendations to the SACS Leadership Team. After its review, the final report will be sent to SACS.

IX. Organizational Structure of QEP Implementation and Oversight

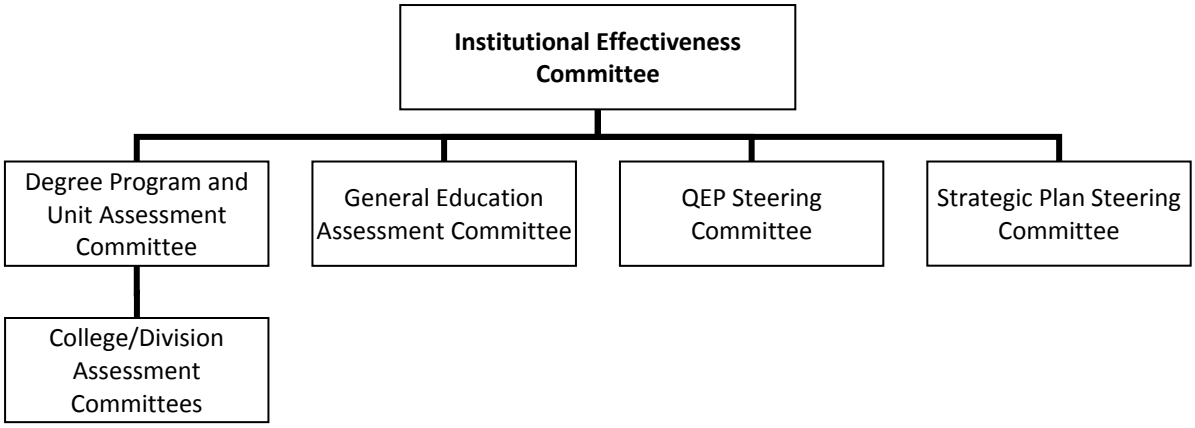
The need for a full-time QEP Coordinator with expertise in pedagogy and instructional design and a QEP Assessment Director (preferably with similar experience) are proposed as well as a standing QEP Steering Committee to monitor the implementation of the QEP.

QEP Director. The Committee concurred that the University will need to hire a full-time QEP Director. The Director will oversee all aspects related to the conduct of the QEP, direct the Institute for Course Redesign, chair the QEP Steering Committee, and be an *ex officio* member of the General Education Assessment Committee. This director will be responsible for providing faculty support through expertise in pedagogical techniques/instructional design, communicating results to the QEP Steering Committee and other campus constituencies, and implementing the recommendations on the QEP Steering Committee. Working with the QEP Assessment Director and a graduate assistant, the Director will head the Institute of Course Redesign and coordinate its efforts with the other campus units dealing with institutional research. As a member of the General Education Assessment Committee, the Director will serve as a liaison between it and the QEP Steering Committee and work with the Director of the Office of Assessment and Evaluation to help facilitate the flow of information and the collaboration between the committees. The QEP Director will report directly to the Provost and Vice President for Academic Affairs. Qualifications will include experience in the successful application of a broad range of pedagogical theories, instructional design with and without the inclusion of technology, quantitative and qualitative educational assessment, and a history of successful program management**.**

QEP Assessment Coordinator. The broad scope of the Core Curriculum, the number of course offerings per semester, the need to coordinate the collection and analysis of large amounts of data, and the set up and maintenance of the associated data collection system all make it clear that the University must have a full-time QEP Assessment Coordinator. The QEP Assessment Coordinator will be responsible for all data collection relevant to quantitative and qualitative evaluation of the QEP, implementing evaluation procedures, refining them as necessary, analyzing data, and

setting up and maintaining the data collection system. The QEP Assessment Coordinator and the Director of the Office of Assessment and Evaluation will work jointly with the University's Computer Center staff and other institutional resources to developing procedures that provide optimal administration of assessment instruments. If possible, the QEP Assessment Coordinator will assist the QEP Director in supporting faculty involved with course redesign through expertise in pedagogical techniques/instructional design.

Data Collection and Analysis. The Committee believed it was essential to maintain the spirit of the QEP, and to attend to whether it was being implemented. It further believed that assessment of the QEP should be integrated into the University's overall institutional effectiveness structure for optimal operation and benefits. Therefore, the University will institute a standing QEP Steering Committee that will join the Degree Program and Unit Assessment Committee, General Education Assessment Committee, and the Strategic Plan Steering Committee as groups reporting information to the overarching Institutional Effectiveness (IE) Committee so that it may determine the University's overall success in accomplishing its mission.



This committee will replace the current QEP Steering Committee, which was charged with the creation of the Quality Enhancement Plan. The new version of the

committee will have the responsibility of maintaining the standards of course redesign, monitoring the assessments for individual courses within the Core Curriculum, analyzing both the indirect and direct measures of student performance within the redesigned courses, making recommendations to departments about redesigned courses based on the data received, sending its recommendations to Academic Affairs for additional review and analysis, and participating in the University's institutional effectiveness program.

The Steering Committee will maintain an open access policy to all constituencies within the university community. Members will be available to receive formal or informal suggestions regarding performance or direction of the QEP. Additionally, the committee will maintain a Web page where comments can be addressed and inquiries can be answered. This specifically includes courses open to redesign. Furthermore, the Steering Committee will also monitor the implementation of the phases of the QEP, working in conjunction with the University's Strategic Planning Committee and Strategic Resources Allocation Committee.

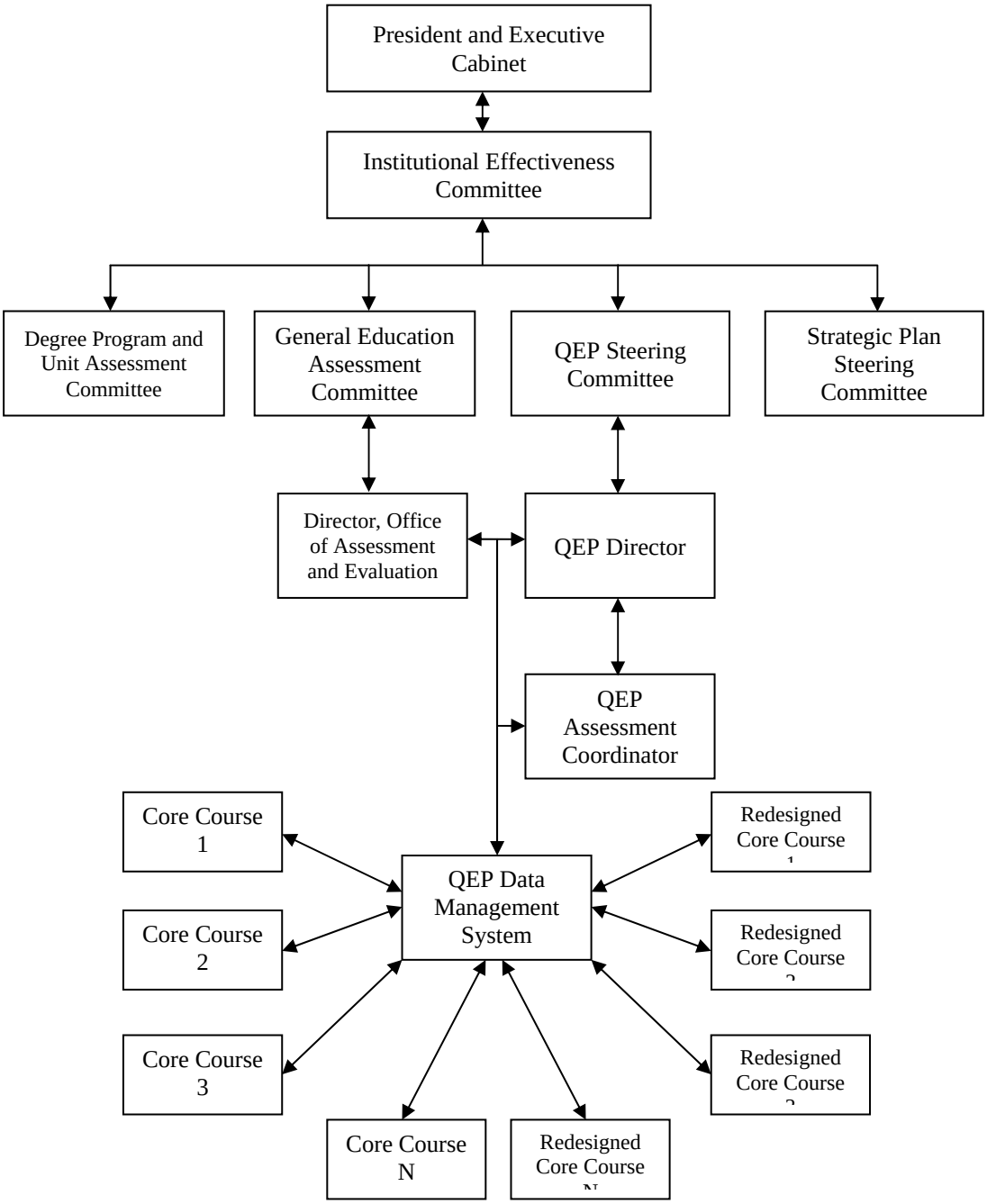
Flow of Information. The QEP Director will oversee the various activities that generate assessment information for the QEP and, as the diagram on the next page shows, will manage the flow of this information to a large extent. At the end of each semester, instructors and/or departmental assessment coordinators will collect course-level data from redesigned Core courses and from those Core courses that will be redesigned at a later time (providing experimental and control data, respectively). They then will enter the data and supporting documents into the QEP data management system, with the QEP Assessment Director proving support as needed.

The QEP Assessment Coordinator, QEP Director, and Director of the Office of Assessment and Evaluation will work together to analyze the data to provide the desired statistics needed for summative assessment of the QEP and General Education goals.

The QEP Director will report the results to the QEP Steering Committee, while the Director of the Office of Assessment and Evaluation will report to the General Education Assessment Committee. The latter committee will analyze the data and report results for the general education outcomes while the former committee will do the same for the QEP outcomes. Because the QEP seeks to improve student learning in the Core courses, we expect a close relationship between these committees and the two directors.

The committees will use the assessment results to recommend changes to improve student learning and feed that information back to the course level through the QEP Director (for redesigned courses) and the Director of the Office of Assessment and Evaluation (for non-redesigned courses). (As the number of Core courses yet to be redesigned decreases, the role of the QEP Director in this feedback mechanism will shift more toward his/her expertise in pedagogical theories and instructional design with and without the inclusion of technology. (The Director of the Office of Assessment and Evaluation will assume more assessment responsibilities.) The directors will pass reports summarizing the assessment process and demonstrating its closed-loop nature upward from the two committees to the Institutional Effectiveness Committee where they will be integrated with the other assessment committees' reports to produce an overall appraisal of how effective ULM is being in accomplishing its mission. The Provost, who chairs the IE committee, will report the results of that committee's work to the President and the Executive Cabinet. The President will then communicate the collective information to the university community. The Provost will convey recommendations for change from the President, the Executive Cabinet, and/or the IE Committee to the assessment committees, the QEP Director, and the Director of the Office of Assessment and Evaluation. Feedback loops thus exist at several levels and provide opportunities for input from many groups.

Flow of QEP Assessment Information



X. Resources and Budgeting

A marketing plan and QEP budget are proposed.

Marketing Plan

The marketing and communication plan has been developed to raise awareness about Quality Enhancement Plan (QEP), to integrate it into the campus culture, and to gain strategic partners in the community. It is important for several target audiences to have an understanding of QEP, including current and prospective students, faculty, staff, alums, donors, volunteer leaders, and the community. A budget for 2009-10 has been developed to communicate the essence of QEP to these target audiences.

CURRENT MARKETING (beginning Spring 2009)

Medium/Venue	Description	Target Audience
***Hawkeye* (columns & articles):** Student Newspaper	ULM faculty will write columns about experiences their students have with QEP. Where appropriate, ULM faculty will encourage their students to submit similar columns or articles explaining their experiences.	Students, Faculty, & Staff
***Hawkeye* (Advertising):** Student Newspaper	To kick off the QEP, ULM will place ¼ page banner ads in the *Hawkeye* utilizing the logo Engage the Possibilities and explaining QEP, A series of five different ads (featuring one student from each college) will run both spring 2009 and fall 2009 in the 4,000 copies distributed weekly.	Students, Faculty, & Staff
Weekly News Updates	QEP will be included in the weekly news updates produced by Media Relations, promoting and explaining the program.	Students, Faculty, & Staff
ULM Website: Hot Button on home and web pages	An Engage the Possibilities hot button designed to draw attention to QEP issues and events will be placed on the homepage. When a visitor to the ULM website clicks on this hot button, it will link them to a site that explains QEP	Students, Faculty, Staff, & Public
ULM Website:	An Engage the Possibilities screensaver and wallpaper	Students,

Downloadable Screen saver and Wallpaper	will be created for downloading from the website.	Faculty, Staff, & Public
ULM Magazine: ULM's Magazine	Published twice a year and distributed to 8,500 people, each issue will feature stories about QEP, beginning spring 2009. The President's Letter, published in the magazine will feature QEP.	Alumni and friends of ULM
Axis TV & Fant Ewing Message Board	Engage the Possibilities logo will be posted on both the university closed circuit TV system and sports complex message board.	Students, Faculty, Staff, & Public
KEDM Radio: Local radio station	Dean Cass will appear on KEDM to promote and explain QEP.	Students, Faculty, Staff, & Public
MyULM Portal	Rotating banners will be placed on the landing page of the portal to draw attention to QEP. The banners are designed to match the ads in the *Hawkeye*.	Faculty, Staff, & Students
ULM Social Networks	QEP topic blog has been added to myspace and Facebook	
Video Testimonials	Videos highlighting and explaining QEP featuring students will be created. Beginning in spring 2009 these videos will be viewable on the QEP webpage as well as a rotating feature on the ULM homepage.	Donors, perspective students, their parents, current students, faculty, & staff
Board of Trustees and Foundation Board Meetings	Periodically, such meetings open with a presentation by a faculty or staff member and a student about their current projects. Beginning spring 2009, these presentations will be examples of QEP.	Board members
Convocation	QEP will be discussed at Spring Convocation to integrate the concept into the campus culture.	Faculty, Staff, & Students
Specialty Advertising	A focus group determined the best way to reach the student body through specialty items. Based upon their recommendations ULM purchased the following items, all with ENGAGE THE POSSIBILITIES logo: • Two 8ft x 24ft banners: these will be placed in high traffic areas of campus • Signs and Posters: displayed throughout the campus • 1000 sticky note pads: to be distributed in the SUB during high traffic times • 1000 pilot pens: to be distributed in the SUB during high traffic times • 500 water bottles: to be distributed in the SUB during high traffic times • 1000 mouse pads: to be distributed In the SUB during high traffic times	Students

FUTURE MARKETING

Medium/Venue	Description	Target Audience
ULM's Hold Message	When anyone calling a ULM phone number is placed on hold, the caller hears a recorded message promoting upcoming programs and events. Beginning in April 2009, this message will include an explanation of QEP and examples of such opportunities.	Public
Foundation Philanthropy Report	Yearly, usually in mid-spring, the university prints approximately 2,300 copies of the Foundation Philanthropy Report to communicate progress of the ULM Foundation to donors and prospective donors, ULM will focus on QEP in the February 2010 issue.	Donors
Fact Sheet	Yearly the university publishes the Fact Sheet, which delivers important information about ULM to visitors (including prospective students and their parents), employees, donors, corporations, and the media. ULM will incorporate the QEP into the upcoming publication.	Public
Stories pitched to the media	ULM takes every opportunity to pitch positive stories about students, faculty, and programs to the media. Beginning in spring 2009 ULM will make additional efforts to ensure that whenever possible these pitches will include QEP.	Public

Quality Enhancement Plan Budget

Staffing	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	Total
Director/Pedagogy Expert	$75,000	$76,500	$78,030	$78,590	$80,181	$388,301
Assessment Coordinator	$60,000	$61,200	$62,424	$63,672	$64,946	$312,242
Administrative Assistant	$23,000	$23,460	$23,930	$24,408	$24,896	$119,694
Benefits	$42,660	$43,513	$44,384	$45,001	$45,906	$221,464
Office (supplies)	$4,000	$4,000	$4,000	$4,000	$4,000	$20,000
Promotion of Activities	$35,000	$10,000	$10,000			$55,000
Surveys/Testing	$15,000	$15,000	$15,000	$15,000	$15,000	$75,000
Consulting/Workshops	$12,000	$12,000	$12,000	$12,000	$12,000	$60,000
NCAT Travel	$14,000	$14,000	$14,000	$14,000	$14,000	$70,000
Software, infrastructure (data management system)	$50,000	$50,000	$50,000	$50,000	$30,000	$230,000
					Total	**$1,551,702**

XI. Assessment

We explain the need for assessment, outline our goals and objectives for course redesign, and list direct and indirect measures for each goal. We conclude with a description of future directions for the QEP.

The Need for Assessment. The QEP Steering Committee is mindful that the overall goals of QEP evaluation are to strengthen student learning through course redesign. We are mindful that preliminary evaluation strategies need to focus on ensuring that the processes of course redesign are on target and that we are able to provide recommendation for appropriate changes when necessary (*Handbook for Accreditation Reaffirmation*, 17) (http://www.sacscoc.org/pdf/handbooks/Exhibit%2027. ReaffirmationOfAccreditation.pdf). Since we are committed to the QEP producing lasting changes in student learning, we need to know what works and what does not. These processes require commitment to continuous measurement, typically including measurement before and after course redesign, and then for an ongoing period. In addition, course content analysis of redesigned course syllabi to gauge the inclusion of new pedagogies and technologies, and perception surveys of faculty and students will provide additional measures of student success.

QEP Goals and Measurable Outcomes. The QEP Steering Committee has devised the direct and indirect measures indicated below:

Goal One. Increase student learning through course redesign.

Measurable Outcomes Expected (Direct Measures):

1. 85% of redesigned courses will demonstrate at least 75% success rate in the assessment for the student learning outcomes for each redesigned course. Current data for student learning outcomes will form the baseline data for the success of course redesign.

2. Through content analysis of redesigned course syllabi, 90% of courses will demonstrate the incorporation of multiple pedagogies that encourage active learning. Current syllabi for current, pre-redesigned courses will be evaluated for pedagogical content.

3. Through content analysis of redesigned course syllabi, 90% of redesigned courses will demonstrate the incorporation of new technologies that encourage active learning. Current syllabi for current, pre-redesigned courses will be evaluated for use of relevant technologies.

4. General Education has six broad category objectives, including those in English Composition, Humanities, Fine Arts, Mathematics, Natural/Physical Sciences, and Social Sciences. At the end of the five-year period, the aggregate results of student learning assessment in General Education will be enhanced by 15% from the baseline, and 85% of students in each of the six categories will demonstrate competency.(http://www.ulm.edu/assessment/documents/oae_handbook.pdf)

Goal Two. Increase student and faculty satisfaction with redesigned Core Curriculum courses.

Measurable Outcomes Expected (Indirect Measures)

1. Faculty satisfaction with course redesign as outlined in the QEP will reach 90% by the last year of QEP implementation. Baseline will be established through surveys of pre-redesigned courses as of Fall 2009.

2. Faculty satisfaction with data management system established for course redesign as outlined in the QEP will reach 90% by the last year of QEP implementation. Baseline will be established through surveys of pre-redesigned courses as of Fall 2009.

3. Faculty perception that redesigned Core courses are beneficial to the delivery of Core courses will reach 90% on the University Survey by the last year of QEP implementation. Baseline will be initial assessment in Fall 2009.

4. Student satisfaction with course redesign as outlined in the QEP will reach 90% by the last year of QEP implementation. Baseline will be established through surveys of pre-redesigned courses as of Fall 2009.

Assessment Process. The QEP Steering Committee will coordinate several forms of assessment to determine the efficacy of the QEP during its first five-year cycle. These assessments construct feedback loops for several campus groups (e.g. departmental assessment committees, college assessment committees, the Deans Council, the President's Cabinet) that will review the data and provide recommendations on its use. The information generated will also be of assistance in reviewing and revising the University's Strategic Plan. The planning and assessment process at the departmental, college, and University levels already include many of the assessment instruments that will be directed toward the implementation of the QEP. Others will have to be developed

in order to gauge the effectiveness of both the individual parts of the QEP and the QEP as a whole.

Data Management System. The data management system allows faculty and staff to examine raw data and data reports (aggregated data) and record analysis (minutes and changes made due to data) of the data within the system. Faculty and staff have access to course and/or program data for courses they teach or programs of study for which they are responsible. Individuals and/or groups can select the data they wish to examine from a menu, view it in a variety of templates and formats for analysis and use a word processing application (and also to attach any other artifacts to document reasons for change or changes made) to document the process within the system. This record of analysis, summarization, and use of data within the system allows for continual improvement in response to the data-supported needs. Having the data and documentation of use of the data in one location supports "closing the loop" on assessment in a manner that is efficient and accessible to all constituents. This system also allows stakeholders' access to the data and facilitates a place for collaboration to make course and/or program improvements in an effective and streamlined way.

Charting Course Redesign. The following displays the courses and the timeline for course redesign throughout the Core Curriculum. The courses within this chart are the high impact courses. These courses have the highest score when multiplying the enrollment by the inverse success rate. Complete course scores can be seen in Appendix F. Department work load has been considered also in the placement of the course in the semester rotation. The chart includes possible assessments that will be closely linked to the active learning activities and pedagogies embedded in each course.

COURSE[1]	Possible Course Assessment	Prepare	Redesign	Implement	Evaluate
UNVS 101	Survey	Completed	Ready for QEP Rubric	Fall 2009	Spring 2010
MATH 111	Modular Exams	Completed	Ready for QEP Rubric	Fall 2009	Spring 2010
ENGL 101, 102	Essays/rubric scored	Fall 2009	Spring 2010	Fall 2010	Spring 2011
PSYC 201	Project/Rubric	Fall 2009	Spring 2010	Fall 2010	Spring 2011
MATH 116	Modular Exams	Spring 2010	Fall 2010	Spring 2011	Fall 2011
ECON 201	Project/Rubric	Spring 2010	Fall 2010	Spring 2011	Fall 2011
BIOL 120, 122	Common Course Exams	Spring 2010	Fall 2010	Spring 2011	Fall 2011
HIST 201, 202	DBQ/rubric scored	Spring 2010	Fall 2010	Spring 2011	Fall 2011
MATH 118	Modular Exams	Fall 2010	Spring 2011	Fall 2011	Spring 2012
GEOL 101	Common Course Exams	Fall 2010	Spring 2011	Fall 2011	Spring 2012
BIOL 101	Common Course Exams	Fall 2010	Spring 2011	Fall 2011	Spring 2012
ENGL 205, 206	Essays/rubric scored	Fall 2010	Spring 2011	Fall 2011	Spring 2012
CHEM 107	Common Course Exams	Spring 2011	Fall 2011	Spring 2012	Fall 2012
BIOL 114, 115	Common Course Exams	Spring 2011	Fall 2011	Spring 2012	Fall 2012
GEOL 102	Common Course Exams	Spring 2011	Fall 2011	Spring 2012	Fall 2012
MUSC 191	Project/Rubric	Spring 2011	Fall 2011	Spring 2012	Fall 2012
MATH 114	Modular Exams	Spring 2011	Fall 2011	Spring 2012	Fall 2012
SOCI 101	Common Course Exams	Spring 2011	Fall 2011	Spring 2012	Fall 2012
ENGL 203, 204	Essays/rubric scored	Fall 2011	Spring 2012	Fall 2012	Spring 2013
MATH 112	Modular Exams	Fall 2011	Spring 2012	Fall 2012	Spring 2013
CHEM 101, 102	Common Course Exams	Fall 2011	Spring 2012	Fall 2012	Spring 2013
GEOG 101, 102	Common Course Exams	Fall 2011	Spring 2012	Fall 2012	Spring 2013
BIOL 110	Common Course Exams	Spring 2012	Fall 2012	Spring 2013	Fall 2013
PSCI 101, 102	Common Course Exams	Spring 2012	Fall 2012	Spring 2013	Fall 2013
ART 109	Project/Rubric	Spring 2012	Fall 2012	Spring 2013	Fall 2013
PHYS 203, 204	Common Course Exams	Spring 2012	Fall 2012	Spring 2013	Fall 2013

[1]Complete course names Appendix E: QEP Course Rotation.

Future Directions for QEP. The Quality Enhancement Plan will be successful if the institution is able to introduce large numbers of faculty to the principles of course redesign; embed new face-to-face, hybridized, and online pedagogies in the curriculum; develop new delivery systems that meet the needs of non-traditional as well as traditional students; and align our curricula with the cutting-edge technologies that permit

strategies for all kinds of learners. The institution also recognizes that even with a successful QEP, one that encourages and nurtures students through the incorporation of active learning strategies, this will be nonetheless only the beginning of the academic transformation of the campus. The following possibilities are future directions for the QEP and the institution's concerns for enhanced student learning in all its facets:

- Make outreach efforts to the business community and school districts to incorporate their needs and interests into QEP implementation.
- Evaluate the need for redesign of program capstones and upper-level courses.
- Provide additional funding and financial incentives for pedagogical innovation through the colleges and through the Teaching and Learning Resource Center.
- Establish funding across the colleges for additional research in innovative pedagogy and instructional design.
- Support additional investigation of relationship between online delivery systems and teaching effectiveness.
- Place greater institutional emphasis on securing outside funding through grants and private donations for new instructional technologies and laboratory spaces.
- Analyze effectiveness of the Core Curriculum addressing ULM's general education goals; expand research into the areas of Student Success, possibly linking efforts to collaboration with John Gardner and the Policy Center on the First Year of College (http://www.firstyear.org/staff/john.html).
- Open up the Core Curriculum to new course options such as communications, foreign language, and philosophy.
- Determine effectiveness of second-year interventions, mining data for academic and behavioral issues related to sophomore dropouts.
- Increase professional outreach and support to surrounding school districts, in terms of course redesign for dual-enrollment courses. In the last year of the QEP, the Steering Committee will construct an employer's survey to determine if graduating students are perceived by the community to have the requisite skills to achieve professional success.

Coupled with the activities and assessments enacted by the QEP, these future directions point to an intentionality, in which active learning is not the accidental byproduct of the University's functions but is predicated on predictable and assessable processes. These future directions may shift their focus, and new ideas will undoubtedly be brought into the campus wide discussions that will inevitably occur. Nevertheless, the new institutional emphasis on implementing continuous improvement within the University's Strategic Plan and on using valid, effective assessments, the University of Louisiana at Monroe is serious about the challenges of active learning.

XII. Appendices

Appendix A: QEP Committees

Quality Enhancement Program Steering Committee

Wayne Brumfield, VP for Student Affairs
James Bulot, Former Head, Department of Gerontology, Sociology, and Political Science
James Dupree, Superintendent, Monroe City Schools
Florencetta Gibson, Professor and Director, School of Nursing
Jeffrey Cass, Chair, Dean of Arts and Sciences
Beverly Flowers-Gibson, Associate Dean, College of Education and Human Development
Rebel Fornea, student
Rhonda Jones, Director, Office of Continuing Education
Lesa Lawrence, Associate Dean, Assessment and Outcomes Research, College of Pharmacy
Allison Loftin, Director, Office of Assessment and Evaluation
Donna Luse, Associate Dean and Graduate Coordinator, College of Business Administration
William McCown, Professor, College of Education and Human Development
Barbara Michaelides, Director of University Retention
Brady Middleton, President, Student Government Association
Meghan Moore, student
Eric Pani, Associate Provost
Donna Rhorer, President of Faculty Senate and Professor, Department of English
Stephen Richters, Provost and VPAA
Serpil Saydam, Professor, Department of Mathematics and Physics
Robert Webber, Superintendent, Ouachita Parish Schools

QEP Subcommittee on External Research

Jeffrey Cass, Chair and Dean of Arts and Sciences
Beverly Flowers-Gibson, Associate Dean, College of Education and Human Development
Megan Lowe, Reference Librarian
Barbara Michaelides, Director of University Retention
Mona Oliver, Professor, Department of English
Eric Pani, Associate Provost
Thillainatarajan Sivakumaran, Assistant Dean, College of Education and Human Development

QEP Subcommittee on Internal Research

James Bulot, Former Head, Department of Gerontology, Sociology, and Political Science
Kelli Cole, Assessment Research Analyst, Office of Assessment and Evaluation
Christopher Harris, Professor, Department of English
Rhonda Jones, Director, Office of Continuing Education
Lesa Lawrence, Associate Dean, Assessment and Outcomes Research, College of Pharmacy
Donna Luse, Associate Dean and Graduate Coordinator, College of Business Administration
Allison Loftin, Chair and Director, Office of Assessment and Evaluation
Justin Roy, University Planning
Serpil Saydam, Professor, Department of Mathematics and Physics

QEP Subcommittee on Activities and Assessments

Deanna Buczala, Instructor of Chemistry and NCAT alumna
Gene Eller, Professor of English and NCAT alumnus
Allison Loftin, Director, Office of Assessment and Evaluation
Matthew Matusiak, Professor, Health Studies and NCAT alumnus
William McCown, Chair and Professor, College of Education and Human Development
Serpil Saydam, Professor, Department of Mathematics and Physics and NCAT alumna
Neil White, Professor of Sociology and NCAT alumnus

QEP Subcommittee on Publicity

Florencetta Gibson, Professor and Director, School of Nursing
Laura Harris, Chair and Director of Media Relations
Megan Jefcoat, Facilities Coordinator for University House and Conference Center
Joellen C. Lee, Director of Alumni Relations, College of Pharmacy
Brady Middleton, President, Student Government Association
Cori Scroggins, Assistant Controller

QEP Response and Revisions Initiative Committee

Lon Smith, Chair, Associate Professor, Department of Computer Science and Computer Information Systems
Jeffrey Cass, Dean of Arts and Science
Allison Loftin, Director, Office Assessment and Evaluation
Donna Luse, Associate Dean and Graduate Coordinator, College of Business Administration
Marilyn McIntosh, Coordinator of Outreach Programs, Office of Continuing Education
Eric Pani, Associate Provost

Appendix B: Mini-Prospectuses of the QEP

QEP Possibility #1
(Tag Line: "One Among Many")

Purpose

The purpose of the QEP is to create an academic diversity initiative that explores and assesses the links between student learning and diversity in the curriculum and in the campus environment.

Scope

The QEP contends that many forms of diversity must become part of the institutional conversation, as they affect student learning and student success. These include:

1. Cultural, Global Diversity
2. Generational Diversity
3. Ethnic Diversity
4. Gender Diversity
5. Class Diversity

QEP Activities

The QEP supports the following activities, which are designed to increase students' knowledge and awareness of cultural, generational, ethnic, sexual, and class otherness:

1. Make use of reading texts in FRYS courses that explicitly encourage an exploration of issues that surround diversity in all its forms.
2. Enroll all first-year students in learning communities by Fall 2010. All courses designated for learning communities will embed materials relating to diversity in their curricula.
3. Increase the number of CAB and SGA-sponsored activities that are related to diversity, including political discussions, artistic productions, and scholarly presentations.
4. Sponsor a yearly research symposium through the Faculty Senate that focuses on a theme connected to diversity.
5. Require nine hours of upper-level courses in all degree programs, in which materials relating to diversity have been embedded. The University Curriculum Committee will oversee and approve all courses that have been designated as "diversity" courses.
6. Designate a faculty member as the Diversity Officer to promote diversity initiatives and events across the campus community.
7. Develop cadres of students and faculty, perhaps 10-15, who will undergo diversity training and certification through the National Conference of Community and Justice (NCCJ). These cadres will train and certify others in the campus community on diversity issues, with particular emphasis on diversity and learning.
8. Develop a Diversity Studies minor.
9. Increase participation rates in Study Abroad programs.
10. Require additional foreign language courses in degree programs and Core Curriculum/
11. Institutionalize a Diversity Committee that discusses diversity issues as they pertain to academics and campus environment.

12. Create task force on student success that focuses its research and recommendations on the first (and second) year experience and how to connect their findings with course redesign within the Core Curriculum.

QEP Assessments and Performance Indicators

The QEP Steering Committee will govern the implementation of the Quality Enhancement Plan. All data and reports will be sent to the Committee for review. The Committee wills end its report to the President's Cabinet with analysis and recommendations. Assessments and Outcomes include the following:

1. The First-Year Experience Program will survey entering students on both their knowledge and attitudes of various cultures. FRYS curriculum will teach students about issues surrounding cultural diversity. Surveys taken later in the course will show an increased sensitivity to course issues related to diversity; embedded questions in final examinations will reveal specific knowledge of materials related to the diversity issues that faculty in FRYS courses have determined.
2. Graduating seniors will be surveyed with many of the same questions as the FRYS students to determine retention of material and attitudes toward cultural and other forms of diversity.
3. NSSE data will suggest increased student satisfaction rates at both quality of education and participation in campus activities.
4. University survey data will suggest increased faculty satisfaction at student achievement.
5. All degree programs will embed diversity issues and questions in capstone courses, which will be assessed in final examinations.
6. Diversity Officer will oversee and collect data on participation rates of students and faculty in campus activities and events related to diversity. The first two years of the QEP will be a baseline for this outcome.
7. The ongoing initiative of NCCJ certification will result in the training of at least fifty faculty members in diversity issues. Led by these faculty members, summer workshops and stipends will support the needs of faculty who wish to embed diversity issues into their courses.
8. Increased retention and completion rates

Budget Summary (Five Years)

Diversity Officer (1/2 time release)	$12,000/yr	=	$60,000
FRYS courses	$30,000/yr	=	$150,000
Learning Communities	$30,000/yr	=	$150,000
Foreign Language Courses	$20,000/yr	=	$100,000
CAB and SGA activities	$2,500/yr	=	$12,500
NCCJ Training	$15,000/yr	=	$75.000
QEP Administrator (1/2 time release)	$12,000/yr	=	$60,000
QEP Travel and Admin Costs	$5,000/yr	=	$25,000
		=	$632,500

Universities that Embedded 'Diversity' in Their QEP

Texas A&M University (http://qep.tamu.edu/)
Transylvania University (http://homepages.transy.edu/~dean/qep_report.pdf)
University of South Florida (http://www.ie.usf.edu/QEP/QEP.pdf)

QEP Possibility #2
(Tag: "Right to the Core!")

Purpose

The Purpose of the QEP is to redesign the Core Curriculum with a common set of learning outcomes. The theme for the redesign is preparing students for learning in the global 21st century.

Scope

The redesign of the Core Curriculum affects the entire slate of offerings in general education courses. Upper-level curricula will have to align their strategies and objectives (course of study) with the common set of learning outcomes designated for the Core Curriculum.

QEP Activities

The QEP supports the following activities, which are designed to increase students' learning and retention of basic reading, writing, and numeracy skills:

1. Institutionalize learning communities by 2011 in which these specific skill sets may be integrated.
2. Augment FRYS curriculum to include common readings and writing assignments.
3. Institute Center for Course Redesign that assists instructors in redesigning courses with greater emphasis in technological innovation and diverse learning styles.
4. Establish University Committee for Learning Outcomes that would oversee and direct activities, in which the assessments and curricula of degree programs were aligned with new set of common learning outcomes for Core Curriculum. In addition, UCLO would examine the need for integration of student academic and support services.
5. UCLO will make recommendations on more efficient scheduling and sequencing of courses, after careful review of recommendations made by colleges and Academic Affairs.
6. Make available a pool of faculty resources for additional training and travel in course redesign, diversity of learning styles, and technological innovations.
7. Increase online degree offerings, at least two per college, with the global 21st century in mind.
8. Institute program by 2011 in which all entering students receive laptop and are required to use it in core courses.

QEP Assessments and Performance Indicators

The QEP Steering Committee will govern the implementation of the Quality Enhancement Plan. All data and reports will be sent to the Committee for review. The Committee wills end its report to the President's Cabinet with analysis and recommendations. Assessments and outcomes will include the following:

1. The First-Year Experience Program will pilot new curriculum with common set of learning outcomes, with pre- and post-course surveys.
2. FRYS courses will have common questions on all final examinations to determine retention of basic skills and knowledge embedded in courses.
3. Final Examinations in all core courses will have common elements in reading, writing, numeracy, or some combination to determine retention of basic skills and knowledge indicated by common set of learning outcomes for Core Curriculum.

4. Rubrics for first-year writing and sophomore literature have already been developed. The mathematics faculty has created modular system for numeracy testing and scoring. CAAP tests can be given to a random set of students to determine both reading skills and abilities in critical thinking.
5. Capstone courses (or the designated equivalent) in all disciplines must reflect curricular alignment with common set of learning outcomes. Each program must develop method of testing those outcomes for graduating seniors and reporting results back to the QEP Steering Committee.
6. By the end of the QEP period in 2014, a majority of the faculty will have received training and assistance in course redesign.
7. Use NSSE and University Survey to determine perception of students about the effectiveness of laptop program.
8. Use retention and completion figures as indirect measures of effectiveness of laptop program and Core Curriculum redesign.

Budget Summary

FRYS courses	$30,000/yr	=	$150,000 (5 years)
Learning Communities	$30,000/yr	=	$90,000 (3 years)
Laptop Program	$40,000/yr	=	$120,000 (3 years)
Faculty Training	$20,000/yr	=	$100,000 (5 years)
QEP Administrator (1/2 time release)	$12,000/yr	=	$60,000 (5 years)
QEP Travel and Admin	$5,000/yr	=	$25,000 (5 years)
			$545,000

Universities that redesigned, in whole or in part, the Core Curriculum (Gen Ed) in Their QEP

University of Alabama at Birmingham
(http://main.uab.edu/Sites/undergraduate-programs/31586/)
Virginia Military Institute (http://new.vmi.edu/Show.asp?durki=8006&site=11&return=91)
West Texas A&M University (www.wtamu.edu/quality/**qep**.ppt).

QEP Possibility #3
(Tag: "You've Come to the Write Place!")

Purpose

The purpose of the QEP is to improve the quality of undergraduate student writing at the University of Louisiana at Monroe (ULM), as well as to nurture a learning environment in which writing becomes an important element of campus culture.

Scope

The expansion and evaluation of writing at the institution will embrace not only the inculcation of basic writing skills for first- and second-year students, but will extend to a writing-across-the-disciplines initiative within all academic programs. The revamping of writing at the institution also has the potential to include community partners who will be surveyed for their expectations for writing skills in their future employees, and whose expectations may be incorporated into a broad-based discussion of writing at the institution, as well as tying back to core and program curricula.

QEP Activities

The QEP supports the following activities, which are designed to expand and enhance students' writing skills:

1. Develop rubric with common University goals and objectives for basic writing skills. The rubric will be used both by the first-year writing program and by degree programs in capstone courses.
2. Incorporate more advanced writing objectives within degree programs and create rubric guidelines to accommodate these new objectives.
3. Survey employers for their expectations of writing skills in jobs where a college degree is required for employment.
4. Charge the QEP Oversight Committee (formerly Steering Committee) with evaluating data from indirect and direct measures and making recommendations on writing activities to the Office of Academic Affairs and thence to the President's Cabinet.
5. Embed additional writing requirements in FRYS courses.
6. Create system of e-portfolios. Students could retain e-portfolios of writing into their senior year of study in order to analyze the progress of the student's writing skills.
7. A cohort of faculty (at least 10 per year) will be selected each year to attend training workshops on the incorporation of writing into their advanced courses, perhaps through NCAT

QEP Assessments and Performance Indicators

The QEP Steering Committee will govern the implementation of the Quality Enhancement Plan. All data and reports will be sent to the Committee for review. The Committee wills end its report to the President's Cabinet with analysis and recommendations. Assessments and outcomes will include the following:

1. The First-Year Writing Program will conduct pre- and post-analyses of writing samples for first-year students in ENGL 101 and 102. 75% of students will receive a passing score (based on the rubric).
2. Writing-intensive courses will be designated throughout the Core Curriculum in order to reinforce writing skills of ENGL 101 and 102. NSSE and University data will indicate an increase of at least 15% of the baseline data on student perceptions of writing

3. QEP Oversight Committee will conduct employer surveys on writing expectations, analyze the results, and report findings to First-Year program and the campus community for further study and possible changes to program curricula. A broad spectrum
4. All degree programs will use University Writing Rubric (UWR) to sample writing skills in their capstone (or other designated course) in order to see whether or not seniors have retained basic writing skills by the end of their programs. NSSE and University Survey data should confirm increased participation rates.
5. All degree programs will create advanced writing objectives and develop rubric for them that parallels the UWR. 75% of students will exhibit more advanced writing skills than those indicated by the UWR.
6. Student referrals to the Write Place (Writing Center) will increase by 40%. Instructors will use University Writing Referral Form, along with specific instructions for the writing assignment, so that tutors will understand the nature and scope of the assignment. 90% of students using referral services will express satisfaction with assistance and environment of writing center.
7. In the fourth year of QEP implementation, 90% of e-portfolios assessed will give evidence of retention of basic writing skills, and 80% will provide evidence of more professional writing abilities (as defined by each program in their writing rubric).
8. Students in FRYS courses will express satisfaction at the usefulness of additional writing assignments in these courses.
9. Retention and completion rates of ENGL 101 and 102 courses will increase by 25%.

[N.B. The Cognitive Level and Quality Writing Assessment System (CLAQWAS), created by Flateby and Metzger, may be available for minimal costs]

Budget Summary

FRYS Courses	$10,000 =	$50,000 (5 years)
Increased Survey Usage	$25,000 =	$100,000 (4 years)
NCAT Travel	$25,000 =	$125,000 (5 years)
Additional Staff (WC)	$30,000 =	$120,000 (4 years)
Additional Composition Specialist	$55,000 =	$220,000 (4 years)
QEP Oversight (1/2 time)	$12,000 =	$60,000 (5 years)
E-Portfolio Costs	$15,000 =	$30,000 (2 years)
	=	$705,000 (5 years)

Universities that chose writing as the focus of their QEP

Bethune-Cookman University (http://www.cookman.edu/subpages/qep_documents.asp)
KeiserUniversity (http://www.keiseruniversity.edu/Keiser%20Writes/about_history.html)
Nicholls State University (http://sacs.nicholls.edu/QEP_Summary.html)
Texas A&M International University (http://www.tamiu.edu/sacs/pdf/QEP-Final.pdf)
University of Southern Mississippi (http://www.usm.edu/qep/docs/QEP_2006_2007.pdf

QEP Possibility #4
(Tag: "Engage the Possibilities!")

Purpose

The purpose of the QEP is to increase student engagement through greater reliance on electronic learning in academic programs through an increased emphasis on new, online pedagogies and technologies.

Scope

Given the large numbers of students who desire additional opportunities for online courses and degrees, the Quality Enhancement Plan stands as a commitment to the creation of Internet courses, degrees, and web-based learning environments that engage the learning needs of students. This initiative will involve not only the University community and the community at large, but also the web-based community of learners who are as integral to the University of Louisiana at Monroe as those students who commute to campus or live on campus.

QEP Activities

1. Increase total number of available online courses.
2. Increase total number of available online degrees.
3. Provide training for faculty who will need to address alternative learning styles of students who take web-based coursework.
4. Embed new electronic methods of information delivery such as podcasting, video streaming, audio response systems, e-portfolios, and Skype.
5. Construct employers' survey of technological skills graduates will need to acquire employment in health, education, business, and hi-tech fields.
6. Augment online advising, following best practices outlined by NACADA.
7. Create Career Assessment e-portfolios for students (through Career Services) looking for employment, including more sophisticated résumés, letters of application, letters of recommendation, and other forms of electronic documentation.
8. Train cohorts of faculty on new methods for electronic delivery of courses.
9. Redesign large lecture courses through NCAT, employing technologies that put lecture materials online, reducing course seat time and increasing face-to-face time with instructor through small group interaction.
10. Create University Committee on Electronic Learning (UCEL), which will evaluate all activities related to electronic student learning.

QEP Assessments and Performance Indicators

1. By 2014, the total number of online courses will increase 50%
2. By 2014, the total number of online degrees will increase 100%
3. By 2014, the University will subsidize the training of at least fifty faculty members (five cohorts) through NCAT or other workshops that stress the use of new technologies in online delivery systems.
4. By 2014, 85% of employers who hire ULM students will express satisfaction at their technological readiness or ability to learn and operate in new technological environments.
5. By 2011, through University surveys, 85% of students will express satisfaction at online advising system.
6. By 2012, through University surveys, 85% of students will express satisfaction at the preparation given them by Career Services.

7. Through the embedding of common items on final examinations in history, political science, biology, chemistry, mass communications, and art appreciation, students will achieve same or higher levels of achievement as those enrolling in face-to-face learning environments.
8. By 2011, chemistry, biology, physics, mathematics, and geology will have online versions of introductory courses AND labs available for online consumption.
9. Retention and completion rates will rise by 25% by 2014.
10. Attrition rates in large courses diminish by 25%, as compared to their face-to face counterparts.
11. Student Evaluations of web-based courses will indicate comparable levels of satisfaction to similar face-to-face courses.

Budget Summary

Technology Infrastructure	$25,000 =	$125,000 (5 years)
NCAT Training/Travel	$25,000 =	$125,000 (5 years)
Staffing Career Services (two career counselors)	$60,000 =	$210,000 (4 years/3 years)
QEP Oversight (1/2 time)	$12,000 =	$60,000 (5 years)
New Course Subsidies	$15,000 =	$75,000 (5 years)
E-portfolio Costs	$15,000 =	$30,000 (2 years)
	=	$625,000 (5 years)

Universities that have electronic learning as the focus or a piece of their QEP

Central Virginia Community College (http://www.cv.cc.va.us/SACS/Evaluation.asp)
Mercer University (http://www.mercer.edu/oie/qep/qep.htm)
Northwestern SU (http://www.nsula.edu/qep/)

QEP Possibility #5
(Tag: "Engaged but Not Overage")

Purpose

The purpose of the QEP is to enhance the learning of non-traditional students (by definition, students over the age of 25) by identifying alternative methods of course delivery that fit their needs and lifestyles, advising them into appropriate fields of professional and academic study, providing resources and forms of education that suit their backgrounds, and placing them with employers at rates comparable to traditional students. AT ULM, nontraditional students constitute about 25% of the student body.

Scope

The scope of this QEP does not merely expand traditional services to include nontraditional, adult learners. Rather, it explores the actual, concrete needs of nontraditional students with an aim to creating an amenable, flexible environment more conducive for learning (See Cross and Zusman, ERIC 150900)

QEP Activities

1. Inaugurate chapter of Alpha Sigma Lambda, the nation's only chapter-based honor society for non-traditional students.
2. Incorporate a greater number of peer activities and peer teaching in upper-level courses.
3. Embed alternative delivery methods in core and upper-level courses.
4. Create more time-compressed degree options for adult learners, such as Fri-Sat programs, month-long courses, night schools, and asynchronous web courses.
5. Funnel more scholarship monies to non-traditional students.
6. Provide more faculty-student interaction through the use of e-portfolios and other technological enhancements.
7. Increase childcare facilities and outreach
8. Enhance learning environment of nontraditional learners through conformity with best practices.
9. Augment resources for faculty members interested in the learning of nontraditional students, incorporating and assessing that knowledge in courses, and providing financial incentives to faculty who implement these initiatives.

QEP Assessments and Performance Indicators

1. By 2014, install three cohorts of Alpha Sigma Lambda.
2. Using common course examinations and student surveys, evaluate success of nontraditional learners over and against traditional learners in both peer and individual activities.
3. Persistence and graduation rates of nontraditional learners should exceed those of traditional learners by 15%.
4. Create rubric(s) for e-portfolios in designated courses and degree programs, tying results back to curriculum development and delivery.
5. By 2014, 20 degree programs will have alternative delivery systems (to traditional, semester-long programs).
6. By 2014, childcare capacity will have increased by 50%
7. NSSE and internal construction of pre- and post-test questionnaires will suggest 35% increase in positive, general attitudinal changes toward learning, as well as a 35% in specific learning outcomes for upper-level courses.

8. Faculty receiving $1,000 for the incorporation of multiple learning methods in courses reaches 75 over a five-year period.

Budget Summary

Add. Scholarship Funds	$20,000 =	$100,000 (5 years)
Childcare Costs	$25,000 =	$100,000 (4 years)
NCAT/Workshops	$35,000 =	$175,000 (5 years)
Faculty Stipends	$15,000 =	$75,000 (5 years)
Add. Staff-Student Success	$30,000 =	$120,000 (4 years)
QEP Oversight (1/2 time)	$12,000 =	$60,000 (5 years)
E-Portfolio Costs	$15,000 =	$30,000 (2 years)
	=	$660,000 (5 years)

Universities that have focused, in whole or in part, on non-traditional students

Francis Marion University (http://acsweb.fmarion.edu/qep/QEPPlan91707.pdf)
University of Texas—Arlington
(http://activelearning.uta.edu/qep/dev/whitepaper.htm)

Appendix C: Student Learning Outcomes for General Education

Course Category	Course	2006-2007	2007-2008	Course Learning Outcome	Measure(s)
Composition	English 101	81.25%	65.67%	Students, as they write essays about topics or texts that require them to make connections across international boundaries, will demonstrate knowledge of the diversity and complexity of written communication and how purpose, voice, and audience shape society's ability to communicate effectively.	Rubric on an essay about topics or texts that involve the student's understanding of the complex nature of our increasingly global society and which demonstrate the student's ability to understand, analyze, and write to differing audiences
	English 102	55.88%	47.30%	Students will organize and articulate their ideas by writing a research paper that presents a thesis, justification, coherence, organization, and correct grammar.	Rubric on a researched essay assignment of 5 or more pages and demonstrates the ability to understand, analyze, and write to differing audiences so communication is effective across all levels of society
Category Total		68.57%	56.49%		
Fine Arts	Art 109	N/A	44.80%	Students will gain a knowledge of basic characteristics of style and iconography of the major periods of art from Stone Age through the early 20th-century, terminology used in critical discussion and analysis of the visual arts, and gain insight as to how the formal elements of art work with subject matter to create content in works of art.	Embedded questions on the final
	Art 201	N/A	77.00%	Students will learn the vocabulary of the study of art history, the characteristics of style and iconography of the major periods from the	Embedded questions on the final

			Old Stone Age through the Gothic period of art, and gain an understanding of how the formal elements of art work with subject matter to create content in works of art.	
Art 202	N/A	53.00%	Students will learn the vocabulary of the study of art history, the characteristics of style and iconography of the major periods from the Late Gothic to the 20th century, and gain an understanding of how the formal elements of art work with subject matter to create content in works of art.	Embedded questions on the final
Art 411	N/A	85.00%	Students will learn to recognize that art education is an essential part of the general education of all children, to identify the relationship between the arts and other disciplines through art production, to develop creative expression through the application of knowledge, ideas, skills, and organizational abilities, and to produce imaginative works from art generated from individual and/or group ideas.	Rubric for the writing and composition component and for the inclusion of criteria addressing cultural diversity in their lesson plans
Dance 301	93.33%	74.11%	Students will be able to write critiques in evaluation of cultural arts events.	Two written critiques
Music 101	N/A	78.18%	Students will learn to identify the basic elements of music and be able to discuss both written and aural examples of these elements.	Final exam in Music 101
Music 191	80.58%	83.45%	Students will be able to write critiques in evaluation of musical performances.	Four written critiques
Music Ed. 335	82.14%	89.56%	Students will be able to write lesson plans, which	Integration project in Music Education

				integrate musical activities into subject areas other than music.	335
	Theatre 191	N/A	70.38%	A student will be able to write a critique in evaluation of a theatrical production.	Final written critique in Theatre 191
Category Total		85.35	72.83%		
Humanities	English 203	62.12%	68.95%	By the end of the course, students will be able to:1. read and retain the literature, 2. understand texts with accuracy, 3. compare / contrast texts representing two worldviews / paradigms, and 4. communicate what they have learned with accuracy.	Rubric evaluating a 50-minute essay given no more than 2 weeks before the final and no later than the final exam period. Also a passage reading test (multiple choice) designed by a committee of teachers of each course to test student capacity to read and retain literature and understand it with accuracy
	English 204	68.34	68.95%		
	English 205	44.36	68.95%		
	English 206	76.92	68.95%		
	History 111	86.1	82.84%	Students will attain and possess an understanding of the notion of causation and the concurrent development of human events.	A sample of students will complete an early-term pre-test, which measure their understanding of basic historical concepts. The same cadre will answer late-semester assessment questions, which measure the same understanding.
	History 112	90%	93.00%		
	History 201	76.50%	69.69%		
	History 202	29%	59.87%		
Category Total		66.67	72.65%		
Mathematics	Math 110	45%	74.30%	A student will be able to construct functions that deal with a world economy, such as cost, revenue and profit, and subsequently apply optimization techniques.	Questions on the Module 3 final exam
	Math 111	59%	73.00%	A student will be able to construct functions that deal with a world economy, such as cost, revenue and profit, and subsequently apply	Questions on the Module 3 final exam

			optimization techniques.	
Math 112	57%	71.00%	A student will be able to construct and utilize trigonometric functions from information given in a word problem.	Three questions will be embedded on the final exam requiring the student to construct and/or utilize a trigonometric function from information given in a word problem.
Math 113	57%	79.00%	A student will be able to construct and utilize functions from information given in a word problem.	Three questions will be embedded on the final exam requiring the student to construct and/or utilize a function from information given in a word problem.
Math 114	N/A	62.50%	A student will be able to optimize various economic functions using differentiation.	Five questions will be embedded on a semester exam requiring the student optimize various economic functions using differentiation.
Math 116	89%	86.00%	A student will be able to construct confidence intervals and perform hypothesis tests of real-world problem using statistical methods.	Three questions will be embedded on the final exam involving the students constructing confidence intervals and performing hypothesis tests of real-world problems using statistical methods.
Math 118	68%	89.70%	A student will be able to apply counting principles to real-world problems.	Three questions will be embedded on a semester exam requiring Student apply counting principles to real-world problems.
Math 131	62%	74.00%	A student will be able to solve real-world optimization problems using differential calculus.	Three questions will be embedded in the final exam requiring the student solve real-world optimization

					problems using differential calculus.
	Math 132	69%	76.00%	A student will be able to solve real-world problems using integral calculus.	Three questions will be embedded in the final exam requiring the student solve real-world problems using integral calculus.
Category Total		63.25	76.17%		
Natural/ Physical Science	Biology 101	87%	70.50%	Students will identify the steps of the scientific method in order.	Exam which incorporates the scientific method concepts in Biology 101
	Biology 110	70.57%	88.50%	Recognize the ecological relationships between humans and the environment	Selected questions from the final exam
	Biology 114	77.72%	74.00%	Students can recognize how a hypothesis applies to research.	Students match hypotheses to appropriate research problems in a matching quiz.
	Biology 115	63.67%	N/A	Students should be able to identify how organ systems are impacted by their internal and external environment.	Students answer quiz questions about the impact of environmental variables (e.g. temperature, pH) on organ systems.
	Biology 120	75.50%	83.00%	Based on the principles of the scientific method, students will comprehend the major theories of cellular and molecular biology.	Final course average in BIOL 120
	Biology 122	94%	84.00%	Based on the principles of the scientific method, students will comprehend Major theories of organismal, population, and community ecology.	Final course average in BIOL 122
	Atmosph. Science 101	N/A	91.00%	Students will be able to demonstrate an accurate understanding of general meteorological processes.	Selected Exam Questions
	Atmosph. Science 102	80.10%	88.00%	Students will be able to demonstrate an accurate understanding of the processes that create extratropical and tropical	Selected Exam Questions

			storms and the basic characteristics of the earth's climate.	
Geology 101	67.30%	64.00%	Students will use geologic knowledge to evaluate a site's viability for human use.	In essay format or via computerized response format, students will correctly identify examples of geologic stability and instability.
Geology 102	76.85%	78.50%	Students will be able to demonstrate an accurate understanding of the processes that create extratropical and tropical storms and the basic characteristics of the earth's climate.	In computerized quiz format, students will be prompted to categorized temperature change, timescales and driving mechanisms into 1st-, 2nd- and 3rd-order climate cycles.
Chemistry 101	99%	95.00%	Students will apply scientific knowledge to explore real world issues such as nuclear waste and acid rain.	A group of bimodal multiple choice questions that will evaluate a students understanding of how chemistry concepts will apply to real world issues on the final exam in Chemistry 101
Chemistry 102	7%	62%	Students will apply scientific knowledge to explore real world issues such as acid rain and drugs.	A group of bimodal multiple-choice questions that will evaluate a students understanding of how chemistry Concepts will apply to real world issues.
Chemistry 107	44.1%	60%	Students will apply scientific methods they learn in class and assemble information in a scientific way. The instructor will challenge students to improve their critical thinking skills during lectures.	In an exam or an unannounced quiz students will be confronted with a realistic situation as it could occur in a science laboratory, or during research of literature and internet sites for information. The situation could also be derived from any kind of daily life

				experience such as the verification of news reports in respect to their credibility.
Chemistry 108	66%	61%	Students will apply scientific methods they learn in class and assemble information in a scientific way. The instructor will challenge students to improve their critical thinking skills during lectures.	In an exam or an unannounced quiz students will be confronted with a realistic situation as it could occur in a science laboratory, or during research of literature and internet sites for information. The situation could also be derived from any kind of daily life experience such as the verification of news reports in respect to their credibility.
Physics 201	100%	100%	Students will be able to explain star birth-life-death processes in the universe.	Exam on galactic star processes
Physics 203	83%	92.00%	Students will be able to apply the concept of Work performed by a constant force to real world experiences.	Exam on Work done by a constant force
Physics 204	81%	82.00%	Students will be able to apply the concept of Electric Fields due to point charges to real world experiences.	Exam on Electric Fields due to point charges
Physics 207	N/A	91.00%	Students will be able to apply the concept of Work performed by a varying (i.e. changing) force to real world experiences.	Exam on Work done by a changing force
Physics 208	75%	88.00%	Students will be able to apply the concept of Electric Fields due to charge distributions (i.e. lines, rings, and discs) to real world experiences.	Exam on Electric Fields due to charge distributions
Physical Science 101	N/A	83.00%	Students will be able to conceptually and qualitatively apply Newton's three laws of	Exam on Newton's three laws

				motion to real world experiences.	
	Physical Science 102	N/A	92.00%	Students will be able to apply the atomic model of matter to real world experiences.	Exam on the atomic model
	Science 101	73%	86.50%	Students will be able to conceptually and qualitatively apply Newton's three laws of motion to real world experiences using in-class, hands-on activities.	Exam on Newton's three laws
	Science 102	5%	58.50%	Students will apply scientific knowledge to explore real world issues such as nuclear radiation and acid rain.	Group of bimodal multiple-choice questions that will evaluate a students understanding of how chemistry concepts will apply to real world issues.
	Science 103	N/A	96.00%	Students will demonstrate an accurate understanding of the scientific method on the final exam.	Scientific Method SLO measured on the final exam
	Science 104	96%	91.00%	This course is designed to enable candidates to discuss orally and explain in writing how geology affects their daily lives and explain the importance of earth science to all people in society.	"Effects of Geology on Daily Lives" activity in SCIE 104
Category Total		71.08	81.65%		
Social Sciences	Economics 103	39.2%	N/A	Introduce and explore the advantages and disadvantages of free trade, and international differences in market intervention by governing authorities.	Questions embedded in the final examination in Economics 103
	Geography 101	86%	79.5%	Know the physical, economic & social character of the geographic regions of the developed world.	Final exam in Geography 101
	Geography 102	85.50%	92.5%	Interpret demographic data to make sound quantitative conclusions about the economic and social development of a particular country or region of the world.	Final exam in Geography 102

	Sociology 101	72%	81%	Demonstrate awareness of national and international societies.	Assignment in which students successfully compare social and global stratification
	Sociology 102	81.48	81%	Demonstrate global awareness.	Assignment in which they are asked to discuss Mexican maquiladoras (U.S. plants) from functional and conflict perspectives
	Economics 201	63.9%	46%	Compare and contrast international differences in economic systems and control from absolute central planning to laissez faire.	Final examination in Economics 201
	Psychology 201	48%	73%	Describe genetic and environmental influences on development, behavior, learning, and memory.	Final examination of Psychology 201
	Anthrop. 207	75%	57%	To demonstrate awareness of cultural diversity.	Students will be able to list 5-6 anthropological concepts describing a particular cultural identity other than their own
	Psychology 203	86%	84%	Describe multicultural and social influences on development.	Final examination in Psychology 203
	Psychology 205	31%	88%	Identify multicultural influences and behavior patterns in adolescent development.	Final examination in Psychology 205
	Political Science 101	76.5%	73.2%	At the end of this course, students will be able to make better, more informed political decisions and understand the issues.	Final exam in POLS 101
	Political Science 201	84.61%	71.1%	A student will demonstrate an understanding of America's political process.	Final exam in POLS 201
Category Total		69.11	75.1%		
Freshman Year Seminar	FRYS 101	N/A	90.95%	The student should demonstrate an understanding of the University of Louisiana	Students will complete a written final exam in which they demonstrate

at Monroe (ULM) and its support services and knowledge of skills essential for college success while focusing on personal and academic goals.	their understanding of the University of Louisiana at Monroe and its support services as well as their knowledge of skills essential for college success.

Appendix D: ULM QEP Redesign Rubric

I. Course Overview: ***The overall design of the course components, such as course guidelines, instructor information, and student information, is made clear to the student at the beginning of the course.***

I.1 3 points (Essential) Introductory Orientation	Introductory information that gives the new student an idea of how the learning process is structured, including schedule, communication modes, types of activities, and assessments. These features are often found in the course syllabus, but they also may be found in an introductory or welcome document. Look for some or all of the following: 1. Course schedule/calendar with assignments, activities, and test due dates. 2. Course sequencing, such as a linear or random order. 3. Types of activities student will be required to complete (written assignments, online self-tests, participation in the discussion board, group work, etc.) 4. Preferred mode of communication with the instructor (email, discussion board, etc.) 5. Preferred mode of communication with other students. 6. Testing procedures (online, hard copy, test booklet, etc.)
I.2 3 points (Essential) Faculty Professional Communications	Faculty communications, including all course documents and course materials, are expected to be prepared at a professional level. As professional educators, a standard of communications must be maintained, so all course materials must show students a level of professional communication. Documents disseminated in conjunction with a course must be devoid of common grammatical errors. Examples of unacceptable errors: 1. Misspellings. 2. Incorrect noun-verb agreement. 3. Ambiguous statements. 4. Incomplete sentences.
I.3 2 points Student Communications and Conduct	Expectations of student communications and conduct, however brief or elaborate they may be, are clearly stated for face-to-face and/or online environments. Examples: 1. Expectations for the tone and civility used in communicating with fellow students and the faculty member, whether the communication be via electronic means, telephone, or face-to-face. 2. "Speaking style" requirements (e.g., use of correct English required as opposed to net acronyms). 3. Spelling and grammar expectations, if any. 4. Rules of conduct for classroom participation. 5. Rules of conduct for discussion board participation, if any. 6. Rules of conduct for email content. 7. A link or reference to the school's student handbook/code of conduct.

I.4 2 points Learning Support and Availability	Information on the accessible modes of delivery, resources, and student support should be identified. Support includes information on topics such as a list of student success center resources, an identification of helpful library holdings, the availability of computer labs, the availability and need of computer software, and how to access electronic support tools. Student access to support services from within the course should be presented. Examples: 1. List of course specific tutoring available in student success center. 2. A phone number and/or link to the library reference desk. 3. The hours of operation for the library. 4. A clear description of the services, including a link, to a technical support website. 5. An email link or a phone number to an online learning helpdesk.
I.5 1 point Prerequisite Skills and Requirements	Explanations of prerequisite knowledge and skills, technical skills and technical requirements should be included in course materials. 1. Discipline knowledge prerequisites should include academic course prerequisites, such as English 102 or Math 111, etc. 2. Examples of technology skills may include the capability to: • Use email with attachments. • Save files in commonly used word processing program formats (e.g. MS Word). • Use MS Excel or other spreadsheet programs. 3. Technology requirements may include information on: • Hardware. • Software and plug-ins. • ISP requirements. • Calculator.
I.6 1 point Course Repository	The course has a repository of general content information that students can access with reasonable ease at all times. This may be accomplished through a class web site or course management system, i.e. MOODLE. Examples of content: 1. Syllabus. 2. Contact information including preferred mode. 3. Office hours. 4. Class schedule.
I.7 1 point Compliance Requirements	Course compliance requirements and issues are addressed. Examples that must be addressed: 1. Accessibility: Include a statement that tells students how to gain access to an institution's disabilities support services (often known as ADA services) and indicate that the course is offered in an ADA-compliant Course Management System (Moodle) or provide documentation by the CMS that it is ADA-compliant. 2. Emergency Procedures: Include a statement of emergency evacuation and procedures for specific classroom.

II. Learning Objectives (Competencies): Learning objectives are clearly defined and explained to assist in focusing on desired outcomes.

II.1 3 points (Essential) Measurable Course Learning Objectives	Measurable course learning objectives—or learning outcomes—should describe precisely what students are to gain from instruction and guide instructors on how to accurately assess student accomplishment. Objectives should describe student performance in specific, observable terms. If this specificity is not possible (e.g., internal cognition, affective changes), clear indications that the learning objective will be meaningfully assessed should be presented. Examples of measurable objectives: 1. Select appropriate tax strategies for different financial and personal situations. 2. Develop a comprehensive, individualized wellness action program focused on overcoming a sedentary life-style. 3. Describe the relationship between the components of an ecosystem.
II.2 3 points (Essential) Measurable Unit/Module Learning Objectives	Measurable module or unit-level learning objectives—or learning outcomes—are important and should describe precisely the specific competencies, skills, and knowledge students should be able to master and demonstrate at regular intervals throughout the course. Learning objectives provide students with greater focus and clarity of learning expectations and outcomes on a weekly, modular, or unit basis. • Module- or unit-level objectives may be written by the instructor or come from the textbook. Module/unit learning objectives guide instructors to accurately assess student accomplishment on an on-going basis. Objectives should describe student performance in specific, observable terms. • The module/unit-level objectives should be consistent, whether implicitly or explicitly, with the course-level objectives. For example, the module/unit objective, "Students will write sentences that demonstrate correct usage of commas, semicolons, and periods." is implicitly consistent with the course objective "Students will demonstrate correct writing skills." • The learning objectives should be written in a way that allows students to easily grasp their meaning and the learning outcomes expected of them.
II.3 2 points Learning Objectives Assessment Levels	Three skill levels—content mastery, core learning, and critical thinking—should be assessed in the course learning objectives and module/unit learning objectives. However, all three skill levels need not be present in both the course-level and module/unit-level objectives or in every single objective. • Content mastery demonstrates the mastery of facts and should be appropriate for the type and level of the course. • Core learning skills, or "core competencies," are typically those skills that transcend an individual course and are integrated across the curriculum. These core learning skills may include the following: 1. Written and oral communication skills. 2. Ability to compute and process mathematical information.

	3. Manipulation and organization of information in various ways or using different tools. 4. Understanding what one knows and how one knows it, and also understanding what one does not know and what one needs to do to find the information. • Critical thinking skills may also be considered a core learning competency; but because other "core learning skills" are needed to demonstrate one's ability to think critically, this skill level is identified here as a separate skill level. Critical thinking skills may include the ability to do the following: 1. Distinguish between fact and opinion. 2. Distinguish between primary and secondary sources. 3. Identify bias and stereotypes. 4. Evaluate information sources for point of view, accuracy, or usefulness. 5. Recognize deceptive arguments.

III. Assessment and Measurement: ***Assessment strategies use established ways to measure effective learning and to assess student progress in meeting learning objectives. Assessments and measurements are designed to be essential to the learning process.***

III.1 3 points (Essential) Learning Objective Assessment Alignment	Learning objectives and assessment modes should align in a clear and direct way. The assessment formats should provide a reasonable yet effective way to measure stated learning objectives. Examples of objective/assessment alignment: 1. A problem analysis evaluates critical thinking skills. 2. A multiple choice quiz verifies vocabulary knowledge. 3. A composition assesses writing skills. Examples of *inconsistent* objective/assessment alignment: 1. The objective is to be able to "write a persuasive essay" but the assessment is a multiple choice test. 2. The objective is to "demonstrate discipline-specific information literacy" and the assessment is a rubric-scored term paper, but students are not given any practice with information literacy skills on smaller assignments. Some assessments may be used towards meeting other objectives in addition to those stated for a specific course. For example, a course may have a writing component used in assessing the writing skill in a specific class that may also be used in assessing a college-wide "Writing Across the Curriculum" requirement.
III.2 3 points (Essential) Course Grading Clarity	The way in which students are graded must be stated clearly in writing. Aspects to address include, but are not limited to, the following: • The points, percentages, and weights for each component of the course. • The relationship(s) between points, percentages, weights, and letter grades. • The affects of late submissions on grading. • The affects of absences on grading. The explanation and presentation to the student should be reviewed for

	clarity rather than the simplicity or complexity of a given grading system. Examples: 1. A list of all activities, assignments, and tests that will affect the student's grade. 2. An explanation of the relationship between the final course letter grade and the student's accumulated points and/or percentages. 3. An explanation of the relationship between points and percentages if used in calculating a grade.
III.3 3 points (Essential) Evaluation Criteria Clarity	Students are provided with a clear and meaningful description of the criteria that will be used to assess and evaluate their work and participation in the course. These criteria are stated up-front at the beginning of the course. This description and/or statement of criteria provides students with clear guidance as to the expectations and required components of work and participation. These criteria give students a clear idea of how to strive for a particular grade on an assignment or activity. A rubric is not a required component. However, expectations and criteria for assessment should be clearly stated in assignment instructions. Examples: 1. Evidence that the instructor has stated the criteria for evaluation of students' paper and assignments, such as a list of criteria with associated point values or a rubric. 2. A description of how a student's participation in discussions will be graded and the criteria used in evaluating the originality and quality of a student's comment.
III.4 2 points Assessment Instrument Reliability	Multiple assessment strategies should be used to assess student learning objectives. Assessments are varied to provide multiple avenues for the demonstration of mastery and to accommodate multiple learning styles. Assessments should be appropriately sequenced and paced to facilitate the learning process. Examples meeting this standard: 1. A series of assessments that progress from writing out the definition of terms, to writing a short paper in which these terms are applied. 2. A short paper showing the relationship between various theoretical concepts, to a term paper that applies these theoretical concepts. 3. A test is used to assess knowledge of concepts, to an assignment in which concepts are applied. 4. A series of assessments evenly spaced every two weeks throughout the course. Examples NOT meeting this standard: 1. The only assessments used consist of five multiple choice tests. 2. Although the first assessment requires students to locate research materials, students are not taught library research skills and methods until the third assessment. 3. During the first 12 weeks of the semester, no assessments are administered; during the 13th, 14th, and 15th weeks of the semester, an essay, term paper, and final exam are used for assessment.

III.5 1 point Timely Feedback Provision	Frequent, meaningful, and timely feedback is provided to allow students the opportunity to measure their individual learning progress. Feedback may be obtained directly from instructors, from other students, or from an assessment tool. Examples: 1. Rough draft of writing assignments to obtain instructor comments and suggestions for improvement. 2. Self-mastery tests and quizzes that provide informative feedback. 3. Interactive games and simulations with built-in feedback. 4. Peer reviews of drafts or assignments. 5. Model papers or essays provided for students' viewing as feedback.

IV. Resources and Materials: ***Instructional materials are sufficiently comprehensive to achieve announced objectives and learning outcomes and are prepared by qualified persons competent in their fields.***

IV.1 3 points (Essential) Instructional Materials Support	The course materials and resources provide a reasonable base to achieve the stated learning objectives. Course materials, resources, and learning objectives must align in a clear and direct way. Example: • Learning Objective: Select appropriate tax form(s) in preparing an individual federal income tax. • Course Materials: Income tax accounting textbook; federal tax guidelines; appropriate tax software.
IV.2 3 points (Essential) Instructional Materials Adequacy	The instructional materials provide currency, breadth, and depth of the subject matter in achieving stated learning objectives. Currency: The materials represent up-to-date thinking and practice in the discipline. Examples: • Articles used by students in a course that discusses technology trends should be published within the last year. • Computerized models are used to demonstrate chemical structures and reactions in a chemistry course. Breadth: The course materials provide adequate scope and coverage of topics covered under all learning objectives within the course. Depth: The level of detail in supporting materials is appropriate for the level of the course and provides sufficient depth for students to achieve the learning objectives.
IV.3 1 point Course Material Citation	Materials borrowed from other sources and those created by the instructor are clearly and correctly identified. Text, images, graphic materials, tables, videos, audios, websites, and other forms of multimedia are appropriately referenced according to the institution's copyright and intellectual property policy. Rather than include individual citations, a blanket statement acknowledging that a significant portion of course materials came from a publisher or other source may be used.

V. Learner Engagement: ***To engage students and enhance student motivation, intellectual commitment, and personal development, effective design of instructor-student interaction, meaningful student cooperation, and student-content interaction is essential.***

V.1 3 points (Essential) Learning Activities Appropriateness	Appropriate activities that clearly and directly align with learning objectives and effectively engage students in the learning process are used. Learning activities are varied to provide multiple avenues for reinforcement and mastery and to accommodate multiple learning styles. Activities may include class discussions, role playing, simulation exercises, case study analyses, quizzes, student presentations, lab experiments, or tests. Example: • Objective: Prepare individual budgets within a master budget and explain their importance in the overall budgeting process. • Inappropriate activities: Students review information about budgets in textbook, observe budgets worked out by the instructor, and produce only one master budget. • Appropriate activities: Students review information about budgets in textbook, observe budgets worked out by the instructor, prepare numerous individual budgets and master budgets, and discuss the relationship between the individual and master budgets.
V.2 3 points (Essential) Learning Activities Interaction	Activities will promote interaction between the instructor and the students and between the students and the content. The degree and type of student-to-student interaction may vary with the discipline and course level. Examples: 1. Instructor - student: Interactive class discussions; feedback on project assignments; evidence of one-to-one communication. 2. Student - content: Essays; term papers; article summaries; individual projects; video analyses; self-assessment exercises. 3. Student - student: Group discussions; group projects; peer critiques.
V.3 1 point Feedback Mechanism Established	Feedback mechanisms, including format and timeliness, are established and defined for learning activities. The instructor availability, which includes office hours and contact methods, is also clarified. Any preferred or alternative contact methods, such as e-mail, telephone, discussion board, wiki, or blogs, are stated.

VI. Course Technology (Optional): To enhance student learning, technology can be used to enrich instruction, foster student interactivity, and increase access to instructional materials and resources. (This standard is to be viewed as an optional standard since the use of technology components may be counter-productive in certain class situations or learning environments.)

VI.1 3 points (Essential) Technology Appropriateness	The tools and media used in the course support related learning objectives and are contextually integrated to learning outcomes. Technology is not used simply for the sake of using technology. Examples of tools that appropriately enhance learning include course-specific software, discussion boards, and chat rooms. Examples of media include video, audio, animations, and simulations.
VI.2 2 points Technology Interactivity	Tools and media used in the course help students actively engage in the learning process rather than passively "absorbing" information. Examples: 1. Automated "self-check" exercises requiring student response. 2. Animations, simulations, and games requiring student input. 3. Software that tracks student interaction and progress.
VI.3 2 points Technology Accessibility	Clear information about accessing or acquiring the required course technology are detailed. Specific initialization steps are also explained. Contingency plans for connectivity issues and other technology related problems that are beyond student control are clarified.
VI.4 1 point Technology Instruction	Instructions for the usage of any course technology should be easily accessible and obtainable by the student. Instructions are written at an appropriate level for the course and student makeup.

Appendix E: QEP Course Rotation

QEP Course Rotation: YEAR ONE

1. MATH 111- College Algebra
2. ENGL 101, 102 - English Composition I and II
3. PSYC 201 - Introduction to Psychology
4. ECON 201 - Macroeconomics Principles
5. MATH 116 – Elementary Statistics
6. BIOL120, 122 – Principles of Biology I and II
7. HIST 201, 202 - United States History
8. UNIV 101 - University Seminar

TOTAL CLASSES, YEAR ONE: 11

QEP Course Rotation: YEAR TWO

1. SOCL 101 - Introduction to Sociology
2. MUSC 191 - Music Enjoyment
3. BIOL 101 - The Living World
4. HIST 111, 112 - World Civilization
5. ENGL 205, 206 - American Literature
6. CHEM 107 - General Chemistry
7. BIOL 114, 115 - Fundamentals of Anatomy and Physiology
8. GEOL 101 - Physical Geology
9. GEOL 102 - Historical Geology
10. MATH 114 – Applied Calculus for the Life Sciences
11. MATH 118 – The Nature of Mathematics

TOTAL CLASSES, YEAR TWO: 14

QEP Course Rotation: YEAR THREE

1. MATH 112 - Trigonometry,
2. MATH 113 - Elementary Functions
3. CHEM 101, 102 - Introductory Chemistry I and II
4. GEOG 101, 102 - Regional Geography
5. BIOL 110 - Human Biology
6. ENGL 203, 304 - World Literature
7. ART 109 - Art Appreciation
8. PHYS 203, 204 - General Physics
9. PSCI 101, 102 - Introductory Physical Science

TOTAL CLASSES, YEAR THREE: 14
TOTAL CLASSES, YEAR ONE-THREE: 39 **(60% of Core Curriculum)**

Appendix F: CORE COURSE SUCCESS RATE AND AVERAGE ENROLLMENT PER TERM (SPRING 2000 THROUGH FALL 2008)

Course	Success Rate	AVG #/Term	Score	Rank	Course	Success Rate	AVG #/Term	Score	Rank
ANTS 207	57%	58	101	45	HIST 111	61%	365	595	16
ART 109	76%	166	219	30	HIST 112	62%	221	360	23
ART 201	68%	39	58	52	HIST 201	57%	443	777	10
ART 202	73%	35	48	56	HIST 202	58%	368	632	15
ART 411	93%	40	43	61	MATH 110	50%	635	1277	1
ATMS 101	64%	55	86	46	MATH 111	43%	524	1222	2
ATMS 102	70%	31	44	60	MATH 112	47%	202	431	21
BIOL 101	55%	363	659	14	MATH 113	51%	173	338	24
BIOL 110	56%	144	258	27	MATH 114	53%	85	160	36
BIOL 114	48%	415	859	6	MATH 116	53%	432	813	8
BIOL 115	66%	297	448	19	MATH 118	73%	115	158	37
BIOL 120	51%	413	807	9	MATH 131	50%	58	116	41
BIOL 122	65%	102	156	38	MATH 132	55%	25	46	58
CHEM 101	55%	228	414	22	MSED 335	82%	27	32	63
CHEM 102	69%	54	79	47	MUSC 101	58%	32	55	53
CHEM 107	49%	218	449	18	MUSC 191	78%	527	677	13
CHEM 108	57%	102	179	34	PHYS 203	66%	134	204	31
DANC 301	83%	93	112	43	PHYS 204	76%	82	107	44
ECON 103	50%	31	62	50	PHYS 207	66%	31	47	57
ECON 201	43%	364	854	7	PHYS 208	57%	27	46	59
ENGL 101	70%	801	1148	3	POLS 101	71%	82	114	42
ENGL 102	64%	716	1112	4	POLS 201	70%	103	147	39
ENGL 203	70%	179	255	28	PSCI 101	55%	96	176	35
ENGL 204	79%	197	250	29	PSCI 102	85%	42	49	55
ENGL 205	60%	297	495	17	PSYC 201	72%	791	1104	5
ENGL 206	72%	213	295	26	SCIE 101	76%	48	63	49
FRYS 101	84%	645	765	11	SCIE 102	84%	50	60	51
GEOG 101	68%	217	320	25	SCIE 103	72%	39	54	54
GEOG 102	71%	137	194	33	SCIE 104	90%	32	36	62
GEOL 101	66%	293	443	20	SOCL 101	69%	502	728	12
GEOL 102	72%	143	199	32	SOCL 102	38%	47	124	40
					THEA 191	79%	55	70	48

Appendix G: Task Force on Student Success

Task Force on Student Success:
Mary Adams, Associate Professor of English
John Anderson, Assistant Professor of Physics and Faculty Senate
Brian Bramstedt, Assistant Professor of Psychology
Wendy Brown, Instructor of Marketing and Faculty Senate
Jeffrey Cass, Dean, Arts and Sciences and Task Force Head
Seth Hall, Student and SGA Senate
Rob Hanser, Associate Professor of Criminal Justice
Hannah Livingston, Student and SGA Senate
Patty Roshto, Program Coordinator, College of Business Administration
Azime Saydam, Associate Professor of Mathematics
Mary Sewell, Coordinator of First Year Experience
LaRue Sloan, Professor of English
Ann Smith, Director of Academic Interns

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