

Table VI: Assessment Methods for QEP Learning Outcomes

QEP Initiative	Components	Targeted Learning Outcome*										
		1	2	3	4	5	6	7	8	9	10	11
Enhanced Transition Programs	<ul style="list-style-type: none"> Develop a Freshman Summer Success Program 	YFCY, Pre- and Post-tests**	YFCF, ISES, GPA	TSI data	YFCY	ISES, NSSE	NSSE, YFCY	NSSE, YFCY				
	<ul style="list-style-type: none"> Link selected Welcome Week activities to academic curriculum 			TSI data	YFCY, Survey		NSSE, YFCY, Survey	NSSE, YFCY				
	<ul style="list-style-type: none"> Design and offer a re-orientation 	ISES, Pre- and Post-tests	ISES, YFCY, GPA	TSI data	ISES, YFCY		NSSE, YFCY	NSSE, YFCY				
	<ul style="list-style-type: none"> Develop an interactive web-site orienting students to the university 	YFCY, Pre- and Post-tests	YFCY, GPA	TSI data	YFCY, Survey		NSSE, YFCY, Survey	NSSE, YFCY				
Active Learning Interventions	<ul style="list-style-type: none"> Implement active learning strategies in each of three fundamental "bottleneck" courses 					NSSE, Course evals	NSSE, Course evals	NSSE, Course evals	COR, SSLO	COR, SSLO	COR, SSLO	

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		1	2	3	4	5	6	7	8	9	10	11
	<ul style="list-style-type: none"> Appoint an active learning faculty specialist 					NSSE, Course evals	NSSE, Course evals	NSSE, Course evals	COR, SSLO	COR, SSLO	COR, SSLO	
	<ul style="list-style-type: none"> Provide faculty development to increase knowledge of active learning strategies campus-wide 					NSSE, Course evals	NSSE, Course evals	NSSE, Course evals				
	<ul style="list-style-type: none"> Establish a campus-wide curriculum development grant program for faculty developing active learning projects 					NSSE, Course evals	NSSE, Course evals	NSSE, Course evals				
Expanded Supplemental Instruction (SI) Program	<ul style="list-style-type: none"> Implement SI in selected sections of bottleneck courses 					NSSE, Course evals	NSSE, Course evals	NSSE, Course evals	SI data	SI data	SI data	SI data
	<ul style="list-style-type: none"> Provide SI in Learners' Community sections and selected sections of developmental courses 					NSSE, Course evals	NSSE, Course evals	NSSE, Course evals	SI data	SI data	SI data	SI data

*Learning Outcomes

1. Students will demonstrate that they know and understand the University's basic academic policies and procedures (and demonstrate an ability to navigate successfully through basic registration procedures).
2. Students will demonstrate skill in managing those factors (unrealistic course loads, not following withdrawal procedures, ignoring prerequisites) that are most likely to get them into academic difficulty.
3. Students entering with a TSI obligation will satisfy that obligation within twelve months of their initial enrollment
4. Students will demonstrate understanding of the purposes of the support services offered by the University and show that they are able to access them
5. Students will apply the techniques of engaged learning in the classroom
6. Students will practice effective study skills outside of class
7. Students will demonstrate an ability to use technology, such as electronic communication and collaboration tools.
8. Students will demonstrate mastery of English 1302 basic learning outcomes
Students will write a research paper in which they
 - a. Develop a unified, organized, coherent argument
 - b. Argue with a firm grasp of central issues, well reasoned support, and response to counter-arguments
 - c. Critically analyze and evaluate five to ten sources
 - d. Integrate ideas from sources through effective summary, paraphrase, and quotation
 - e. Document ideas in MLA style, accurately acknowledging sources and avoiding plagiarism
 - f. Use language appropriate for academic writing at the college level
9. Students will demonstrate mastery of Math 1301 basic learning objectives.
 - a. Model problems using elementary mathematical tools such as functions, relations, and equations
 - b. Manipulate and examine these models effectively
 - c. Reason appropriately from models to draw conclusions
 - d. Interpret results intelligently in the problem context
 - e. Use mathematics as a language to communicate ideas efficiently
10. Students will demonstrate mastery of History 1305 basic learning outcomes.
Students will leave the course with a solid understanding of:
 - a. The motives for European colonization of the Americas
 - b. The social, political, and economic development of the colonial era
 - c. The origins, development, and politics of slavery
 - d. The social, political, and economic development of the antebellum era
 - e. Territorial expansion, diplomacy, and war
 - f. The civil war and reconstruction
11. SI leaders will strengthen their own academic skills in the subject area and boost their teaching and communication skills.

****Key to Assessment Methods and Instruments**

COR	Course Outcome Results – indirect measures of student learning in bottleneck courses (course grades in relation to other demographic variables) derived from the student records system
GPA	Grade point average
ISES	Inventory for Student Engagement and Success – including a set of protocols for focus group and student interviews
SSLO	Section Surveys of Learning Outcomes – outcomes reported from faculty in bottleneck courses on attendance and assignment submission, course completion rates, and grade distribution, and on direct measures of student learning derived from: ENG 1302 – common grading rubric on research paper HIST 1305 – analysis of final exam results in terms of basic learning objectives MATH 1301 – item analysis of common final exam in terms of basic learning objectives
NSSE	National Survey of Student Engagement responses
Course evals	Questionnaires administered to students as part of the regular course evaluation process that mirror NSSE questions related to active learning
Pre- and Post-Tests	A value-added perspective measuring growth in student learning
Surveys	Student self-reports gathered from online surveys
SI data	Surveys administered to SI faculty, peer tutors, and students measuring perceptions and results
TSI data	Compliance rates for Texas Success Initiative
YFCY	Your First College Year survey responses