

2010 Blueprint for Service Excellence

University 101 Programs

University of South Carolina Columbia

*Final Performance Report
May 24, 2010*

Departmental Mission Statement

The mission of University 101 Programs is to foster student success and engagement by providing academic courses, leadership opportunities, and instructor development in support of students' transition into, through, and out of the University.

Strategic Goals

Goal No. 1 - Optimize student engagement and success by ensuring a high quality University 101 experience.

Goal No. 2 - Ensure high quality instruction by fostering the development, efficacy, and vitality of instructors.

Goal No. 3 - Optimize engagement, satisfaction, and leadership learning and practice of upper-division and graduate students through service as a peer educator in University 101.

Goal No. 4 - Foster student transitions and engagement beyond the first-year experience.

Goal No. 5 - Sustain an efficient and effective work environment where highly qualified staff are provided professional development opportunities and resources.

Goal No. 6 - Provide service and outreach that addresses the needs of campus partners and external audiences and increases the recognition and visibility of University 101 Programs.

Goal No. 1: Optimize student engagement and success by ensuring a high quality University 101 experience.

Performance Blueprint Analysis of Goal Achievement: Great improvements were made in the past year in the quality of the UNIV 101 experience. Data from the end of course evaluation reveal that in comparison to fall 2008, more students reported that the course was valuable (3.94 v 3.80) and that they would recommend it to others (3.96 v. 3.82). These questions were on a five-point scale. The Overall Course Effectiveness factor, as measured on the First-Year Initiative Survey (a national benchmarking instrument) improved from a mean of 4.86 in 2008 to 4.94 in 2009. Our mean on this factor is significantly higher ($p<.001$) than the mean of all participating institutions ($n=59$). In addition, students who completed UNIV 101 in fall 2008 earned significantly higher one-year GPAs (3.24 v. 3.17; $p=.02$) and persisted at a significantly higher rate than non-participants (87.6% v. 84.6%; $p=.02$). Moreover, UNIV 101 students had significantly higher means on 3 of the 5 NSSE benchmarks (2009 administration) than non-participants, including: (1) Active and Collaborative Learning (44.8 v. 40.6, $p=.004$); (2) Enriching Educational Experiences (32.8 v. 30.3, $p=.04$); and (3) Supportive Campus Environment (64.5 v. 59.3, $p=.003$).

These data help verify that the recent changes to the UNIV 101 curriculum, including greater flexibility for faculty to choose instructional methods and topics, as well as our increased emphasis on faculty development, have been successful. Continued attention will be given to instructor development. In addition, emphasis will be placed on areas that we learned significantly predict a successful seminar experience, including engaging pedagogies and usefulness of course readings. One area of concern is our decline on the out-of-class engagement factor of the FYI (decreased from 4.98 in 2008 to 4.76 in 2009). This can be attributed to two causes: 1) changes in the curriculum, which no longer require community service and 2) absence of funds to pay for cultural event tickets, transportation, etc. Having funds dedicated to promote out-of-class learning and engagement, as well as connection with faculty and peers, would help strengthen the overall UNIV 101 experience and may lead to greater gains in persistence and satisfaction.

Aligned with Division Outcome: 1b (*Students are engaged in academic courses and in educationally purposeful activities beyond the classroom*). Initiatives within this goal that also meet other division outcomes are noted where applicable.

Overall Key Performance Indicator(s):

- 70% of students ($M=3.94/5.00$) in fall 2009 reported on the end of course evaluation that the course was a **valuable experience**. This is an increase from 66% ($M=3.80$) in 2008.
- 70.5% of students ($M=3.96/5.00$) in fall 2009 reported on the end of course evaluation that they would **recommend course to other students**. This is an increase from 66.3% ($M=3.82$) in 2008.
- UNIV 101 students in fall 2008 earned **significantly higher one-year GPAs** than students who did not take the course (3.24 v. 3.17; $p=.02$).
- The **one-year persistence rate** of students who took UNIV 101 in fall 2008 was significantly higher than those that did not take the course (87.6% v. 84.6%; $p=.02$).

- Of the five NSSE benchmarks, UNIV 101 students had significantly higher means than non-participants on three: (1) Active and Collaborative Learning (44.8 v. 40.6, $p=.004$); (2) Enriching Educational Experiences (32.8 v. 30.3, $p=.04$); and (3) Supportive Campus Environment (64.5 v. 59.3, $p=.003$). While UNIV 101 students reported higher means on the other two benchmarks, the differences were not significant. **Highlights of Individual Questions:**
 - In comparison to non-participants, first-year students who took UNIV 101 were more likely to:*
 - Rate their **entire educational experience at USC** as excellent or good (91.4 v. 87.9%; $p=.013$).
 - Indicate that **they would choose to attend USC again** if they could start over (91.8 v. 85.5%; $p=.02$).
 - Report that the campus **helped them cope with their non-academic responsibilities** (43.7 v. 32.5%; $p=.002$).
 - Report that the campus provided the **support they needed to thrive socially** (56.8 v. 47.0%; $p=.015$).
 - Indicate **talking about career plans with a faculty member or advisor** (37.0 v. 29.9%; $p=.010$).
 - Report **making judgments** about the value of information, arguments, or methods such as examining how others gathered and interpreted data and assessing the soundness of their conclusions (79.4 v. 68.4%; $p=.018$).
 - Respond that they **spend a significant amount of time studying and on academic work** (86.3 v. 76.5%; $p=.013$).
 - Report **working effectively with others** (77.2 v. 68.7%; $p=.040$).
 - Report **contributing to the welfare of their community** (62.9 v. 53.7%; $p=.035$).
- Overall course effectiveness, as measured on the First-Year Initiative Survey improved from a mean of 4.86 in 2008 to 4.94 in 2009. Our mean on this factor is significantly higher ($p<.001$) than the mean of all participating institutions ($n=59$).
(This factor represents the degree to which students report that the course (a) included interesting subject matter; (b) contributed to the ability to succeed academically; (c) contributed to the ability to adjust to the college social environment; (d) covered topics important to the student; and (e) is one the student would recommend to other first-year students.)

Initiative 1: Foster achievement of UNIV 101 course learning outcomes.

Other Division Outcome Served: 3b (*Results of systematic planning and assessment are used for innovative improvement of programs and services*).

Key Performance Indicator(s):

- Indirect measures of our course learning outcomes indicated a moderate to high level of achievement. Our highest performing areas included (1) building positive relationships with students, faculty and staff, understanding campus resources and policies, and (2) knowledge of wellness. Our least effective outcome was

developing academic success skills. A full version of the report, with longitudinal and benchmarking comparisons, is available.

KPI Method: Measure achievement of learning outcomes through First-Year Initiative Survey (FYI), end-of-course evaluations, and Student Advisory Council.

Initiative 2: Facilitate a student advisory council of current UNIV 101 students to provide ongoing feedback about the course.

Other Division Outcome Served: 3b (*Results of systematic planning and assessment are used for innovative improvement of programs and services*).

Key Performance Indicator(s):

- 31 students participated in the Student Advisory Council, representing 22% of fall 2009 sections.
- A summary of the findings was prepared and will be used to improve future offerings of the course. In addition, marketing materials were vetted with this group for appeal and accuracy.

Initiative 3: Develop 2010-2012 edition of *Transitions*, the common text for UNIV 101.

Other Division Outcome Served: 4a (*SA/AS develops and disseminates high quality publications, professional development events, and resources on student transition, learning, and success to both internal and external constituents*); **1c** (*SA/AS engages and collaborates with faculty on educationally purposeful activities*).

Key Performance Indicator(s):

- 2010-12 edition of *Transitions*, a 202 page textbook for UNIV 101, was completed on April 23, 2010 and was delivered on May 14, 2010. New features of the text include personal assessments and inventories, discussion questions, thoughts to ponder, and did you know boxes. These features were created to make the book more usable in a classroom context. In addition, new information was written on study strategies, academic integrity, information literacy, advising, and more.
Quality and perceptions of the text will be evaluated in fall 2010.

Initiative 4: Ensure enrollment for all students needing or wanting to take University 101.

Other Division Outcome Served: 1a (*Essential programs are effectively provided*).

Key Performance Indicator(s):

- A total of 4,021 students enrolled in UNIV 101 on the Columbia (2996) and Regional campuses (1025) during the 2009-10 academic year, which is in line with the averages of the past several years.
- Sufficient space was available for required populations, including Capstone Scholars, Exercise Science majors, Teaching Fellows, & Opportunity Scholars, as evidenced by the unfilled enrollment in these sections. We could have also accommodated more demand from students electing to take the course, as seats were available for students in general sections.

Initiative 5: Partner with Academic Centers for Excellence, Student Success Center, and Office of the Registrar to provide a special Academic Recovery section of UNIV 101 for students on academic probation.

Key Performance Indicator(s):

- 17 students enrolled in Academic Recovery section of UNIV 101 in spring 2010.
- 93% reported that the course was valuable.
- Nine of the 17 students (53%) are now eligible to return for the fall 2010 semester.

Initiative 6: Create and implement marketing plan and materials to promote University 101 to multiple constituents.

Other Division Outcome Served: 2f (*Policies, procedures, and related communications are systematically reviewed and updated*).

Key Performance Indicator(s):

- A new UNIV 101 marketing flyer was created. 1600 copies were printed and distributed to parents and students at the fall 2009 open houses (500), spring 2010 orientation session (800), and Scholar's Day (300).
- University 101 staff represented the office at 5 events, including the two fall open houses, Scholar's Day, Graduate Assistant Recruitment Program, and the Peer Educator fair.
- University 101 staff informed students and parents about UNIV 101 at 27 summer 2009 Orientation sessions.
- University 101 participation in parents weekend, with 5 classes opened to visits by parents on October 2, 2009.
- A two-minute promotional video was created by Seth Media and will be streamed on our website. This video will be used to market the course to new students.

Initiative 7: Identify and invite relevant campus partners to support course learning outcomes by offering in-class sessions; coordinate with partners to develop a plan for scheduling presentations; and develop and implement a plan to assess the effectiveness of these sessions.

Other Division Outcome Served: 1c (*SA/AS engages and collaborates with faculty on educationally purposeful activities*).

Key Performance Indicator(s):

- 10 campus partners offered a total of 15 different presentation options to University 101 in fall 2009.
- Recommendations for improving scheduling process were developed through an assessment of our faculty and campus partners.
- Individual sections of University 101 were selected at random to complete one campus partner presentation evaluation as part of the end of course evaluation. 12 sections were selected for each presentation. The overall number of responses was 1083. The overall mean for all presentations was 4.2/5. Data will be shared with presenters to help improve future offerings.

Initiative 8: Collaborate with Office of Student Engagement and Academic Departments to implement, support, and evaluate the linking of UNIV 101 with other academic courses.

Other Division Outcome Served: 1c (*SA/AS engages and collaborates with faculty on educationally purposeful activities*).

Key Performance Indicator(s):

- Four linked courses were offered in fall 2009. There were no statistically significant differences on student evaluations between linked and non-linked sections of UNIV 101. At this time, one linked course is planned for fall 2010.

Goal No. 2: Ensure high quality instruction by fostering the development, efficacy, and vitality of our instructors.

Performance Blueprint Analysis of Goal Achievement: Great progress has been made on improving the quality of instruction in UNIV 101. Scores on the “Instructor Index,” a factor consisting of 7 questions from our end-of-course evaluation, improved from 4.50 in 2008 to 4.62 in 2009. In addition, the Engaging Pedagogies factor on the First-Year Initiative Survey improved from a mean of 5.03 in 2008 to 5.13 in 2009. In comparison to other colleges and universities, our mean on this factor is significantly higher ($p<.001$) than the mean of all participating institutions ($n=59$).

These improvements can be attributed to the many new initiatives related to faculty development, including significant changes to the Teaching Experience Workshop, the creation of the one-day Building Connections conference, the development of a 450+ page faculty resource manual, and greater attention to selecting appropriate instructors. It is important to understand that our focus on faculty development pays dividends far beyond its impact on UNIV 101. Our instructors indicated on the 2009 faculty survey that by teaching UNIV 101, and participating in our faculty development program, they have learned new skills that they apply to the other classes they teach and/or to their administrative role.

Institutional and Division support is crucial to recruiting new instructors. Division leadership should continue to support staff to teach UNIV 101. Moreover, dual compensation policies must be protected to allow administrative personnel to teach and support is needed to find solutions to attract more faculty members to be involved with UNIV 101.

Overall Key Performance Indicator(s):

- Data from end of course evaluations:
 - 88% (M = 4.54) would recommend their instructor for future U101 classes. This is up from 86.2% (M=4.44) in 2008.
 - 94.2% (M = 4.68) reported their instructor was well prepared for class. This is up from 91.5% (M=4.54) in 2008.
 - 92.2% (M = 4.63) reported their instructor encouraged meaningful class discussions. This is up from 89.3% (M=4.51) in 2008.
 - 94.4%(M = 4.71) reported their instructor showed enthusiasm for the course. This is up from 90.8% (M=4.57) in 2008.
 - 88.9%(M = 4.51) reported their instructor gave useful feedback on assignments. This is up from 85.8% (M=4.37) in 2008.
 - 87.7%(M = 4.50) reported their instructor presented material in an interesting or interactive way. This is up from 84.7% (M=4.36) in 2008.
 - 94.3% (M = 4.72) reported their instructor treated students with respect. This is up from 93.2% (M=4.65) in 2008.
 - The Engaging Pedagogies factor, as measured on the First-Year Initiative Survey (a national benchmarking instrument), improved from a mean of 5.03 in 2008 to 5.13 in 2009. Our mean on this factor is significantly higher ($p<.001$) than the
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mean of all participating institutions (n=59). This factor represents the degree to which students report that the course included (a) a variety of teaching methods, (b) meaningful class discussions, (c) challenging assignments, (d) productive use of class time, (e) encouragement to speak in class, (f) encouragement for students to work together, and (g) meaningful homework.

KPI Method: End of course evaluation and First-Year Initiative Survey.

Initiative 1: Ensure a reliable and steady pipeline of instructors by effectively recruiting, selecting, and retaining quality instructors.

Aligned with Division Outcomes: 2c (recruits, hires, and retains high quality staff)

Key Performance Indicator(s):

- Our office received 32 new applications from prospective instructors in 2009-10 (31 were interviewed).
- 26 of these new applicants attended a Teaching Experience Workshop in 2010 - 15 new applicants completed the Teaching Experience Workshop in January 2010 and were scheduled for a fall 2010 section. 11 new applicants from the Columbia campus attended the May workshop.
- *89.4% of instructors qualified to return submitted a request to teach for fall 2010. 83.6% of instructors who taught in fall 2009 are scheduled to teach in fall 2010 (118/141).*

Initiative 2: Develop and implement high quality faculty development opportunities.

Aligned with Division Outcomes: 3a (*Professional development and education opportunities for campus, state, national, and international communities promote student learning and facilitate transitions into and through educational systems*), 3c (*Programs and services facilitate scholarship of teaching, learning, and student development*).

Key Performance Indicator(s):

- Teaching Experience Workshop (TEW) for new instructors
 - 26 potential new instructors completed the Teaching Experience Workshop in either January 2010 (15) or May 2010 (11).
 - 100% of participants from both reported that the workshop was valuable (M=5.00).
- Building Connections Conference (for all instructors)

- 89% of USC-Columbia UNIV 101 instructors scheduled for fall 2010 (n=129/145) attended the Building Connections Conference.
- 96% of respondents reported that the 2010 Building Connections Conference was a valuable experience (Mean = 4.67/5.00). The survey period closes June 1, so these numbers may change.
- Syllabus Preparation Workshop
 - 84% of instructors scheduled for fall 2010 (n= 117) participated in a syllabus preparation workshop in April 2010.
 - On the 2009 Faculty Survey, 78.2% of respondents reported the Syllabus Preparation/Team Building Workshop was “valuable” or “very valuable.” (M = 3.98; n=98). Comments were collected on the survey about ways to improve the workshop. This feedback will be used to improve future offerings.
- Summer Workshops
 - 10 faculty development workshops were offered in summer 2009.
 - The total attendance at the workshops was 163.
 - 71 instructors (50%) attended at least one session
 - 58 instructors (41%) attended at least two sessions
 - On the 2009 Faculty Survey, 87.7% of respondents (M=4.32/5.00) reported that attending the summer workshop(s) was “valuable” or “very valuable.” Feedback from the events will be used to improve next year’s offerings.

Fall Faculty Meetings

- 78 instructors (55%) attended at least one fall faculty meeting.
- On the 2009 Faculty Survey, 73.9% of respondents (M=3.94/5.00) reported that attending Faculty Meetings was “valuable” or “very valuable” (n=69). Comments were collected on the survey about ways to improve the faculty meetings. This feedback will be used to improve future meetings.

KPI Methods: Evaluation forms immediately following experience and faculty survey using Student Voice.

Initiative 3: Provide high quality curriculum and support materials for instructors, including the Faculty Resource Manual

and technological forum to share ideas, resources, and information.

Aligned with Division Outcomes: 3a (*Professional development and education opportunities for campus, state, national, and international communities promote student learning and facilitate transitions into and through educational systems*), **4a** (*SA/AS develops and disseminates high quality publications, professional development events, and resources on student transition, learning, and success to both internal and external constituents*).

Key Performance Indicator(s):

- 10 new lesson plans, activities, or resources were included in the 2nd edition of the resource manual, including a new chapter on writing and speaking.
- 202 manuals were distributed to University 101 instructors on the Columbia and regional campuses, select campus partners, and guests to the Teaching Experience Workshop.
- On the 2009 Faculty Survey, 93.5% of respondents (M=4.56/5.00) reported the FRM to be “valuable” or “very valuable.” (n=108)
- Sharepoint, our instructor intranet, was launched on August 18, 2009.
- On the 2009 Faculty Survey, 32.4% of respondents reported utilizing Sharepoint “often” or “sometimes.” (n=108)
- On the 2009 Faculty Survey, 45.5% of respondents reported Sharepoint to be “valuable” or “very valuable” as a resource. (n=101)

Goal No. 3: Optimize engagement, satisfaction, and leadership learning and practice of upper-division and graduate students through service as a peer educator in University 101.

Performance Blueprint Analysis of Goal Achievement: Peer Leaders continue to play a valuable role in University 101. 89.8% of UNIV101 students reported that the peer leader made important contributions to class. In addition, the role of the peer leader continues to be one of the most meaningful leadership and development experiences for our upper-division students. Peer leaders reported that they developed stronger interpersonal communication skills (91%), leadership skills (96.5%), helping skills (94.6%), and presentation skills (91.2%).

Unfortunately, we found it difficult to recruit enough peer leaders to serve in every section of UNIV 101. Applications are down for the second consecutive year. We will continue to work with the campus-wide Peer Leader Advisory Network (PLAN) to develop strategies for recruiting peer educators. The Division of Students Affairs and Academic Support and/or the institution could better support this goal by helping to provide incentives for peer educators.

Aligned with Division Outcomes: 1a (*Essential programs are effectively provided*), **1b** (*Students are engaged in academic courses and in educationally purposeful activities beyond the classroom*), **1c** (*SA/AS engages and collaborates with faculty on educationally purposeful activities*), **and 6d** (*Engage constituents in educationally purposeful interactions with others who are different from themselves*).

Overall Key Performance Indicator(s):

- Peer Leaders will articulate at least two positive outcomes as a result of their University 101 leadership experience. – *Data provided in above narrative.*

Initiative 1: Enhance marketing, recruitment, selection, and pairing efforts to ensure a sufficient number of qualified peer and graduate leaders.

Key Performance Indicator(s):

- We received 71 applications for new peer leader positions for fall 2010. This is down from 83 in 2009.
- 64 new peer leaders were selected for fall 2010, 56 who have committed to serve.
- 12 peer leaders who served in previous years will be returning in 2010 for a second year.
- 35 graduate leaders were selected to serve in 2010. 41 served in 2009. The lower numbers this year is due to the smaller cohort of HESA students.
- 84% of sections in fall 2009 utilized a peer or graduate leader. This is down from 97% in 2008.

Initiative 2: Enhance the support and development of new and returning Peer Leaders through training workshops and Peer Leader seminar.

Key Performance Indicator(s):

- 54 new peer leaders and 34 graduate leaders completed a training workshop. 8 more will be trained in the summer.
- 94% of peer leaders reported the training was a valuable experience.
- 64 new peer leaders enrolled in EDLP 520 in fall 2009.
- 86% of students enrolled in the peer leader seminar EDLP 520 (M=4.44) reported that they learned things in the course that will be useful in other settings.
- 5 returning peer leaders (38.5%) attended at least one support function (eg: brown bag lunches).
- 100% of returning peer leaders reported feeling supported in their role.

Initiative 3: Utilize peer educators to enhance the UNIV 101 experience.

Key Performance Indicator(s):

- 89.8% of UNIV 101 students reported that the peer leader made important contributions to class.
- 79.4% = was helpful outside of class.
- 91.4% = was an appropriate role model.
- 88.1% = was a valuable part of their U101 experience.

KPI Method: Data collected through UNIV 101 end-of-course evaluation.

Goal No. 4: Foster student transitions and engagement beyond the first-year experience.

Performance Blueprint Analysis of Goal Achievement: Enrollment has increased in UNIV 201, 290 and 401 from 144 in 12 sections in 2008-09 to 205 in 19 sections in 2009-10. A new 401 section entitled "Synthesizing the Sciences" was piloted this spring in an attempt to improve the MCAT scores of pre-med students. A new 201 course on the topic of Civility was developed this spring and will be offered in fall 2010 in partnership with the Honors College.

We have tabled our intentions to study the 401 experience so that we can wait until the General Education Task Force creates more specific recommendations about what a Capstone or integrative experience entails. We want our work with UNIV 401 to be in line with general education requirements and expectations.

Initiative #4(a): Offer high quality University 201, 290, and 401 courses.

Aligned with Division Outcomes: 1b (*Students are engaged in academic courses and in educationally purposeful activities beyond the classroom*), and **1c** (*SA/AS engages and collaborates with faculty on educationally purposeful activities*).

Key Performance Indicator(s):

- 90% of UNIV 290 students (M=4.40) reported that the course was valuable.
- 91.7% of UNIV 401 students (M=4.69) reported that the course was valuable.
- Creation of common course requirements document for UNIV 401.
 - *This initiative was tabled until the General Education Task Force makes more explicit the requirements for the integrative/capstone experience.*

Goal No. 5: Sustain an efficient and effective work environment where highly qualified staff are provided professional development opportunities and resources.

Performance Blueprint Analysis of Goal Achievement: Major efficiencies were created in the workflow of the office and in the management of information through the creation of a password-protected database system that contains data on instructors, peer leaders, and the fall schedule. Coupled with an online application interface that allows end-users to upload and edit their own data, the new system eliminates duplication of entry, allows immediate access to data, and generates real-time custom reports. This new system also increases the security of our information as data is not housed on individual machines and access is restricted to key personnel.

Initiative 1: Utilize appropriate technologies to more accurately, securely, and efficiently manage and share information by developing a new comprehensive and integrated database to maintain and manage course and instructor information.

Aligned with Division Outcomes: 2f (*Policies, procedures, and related communications are systematically reviewed and updated.*)

Key Performance Indicator(s):

- Developed Linux-based customized online applications and database systems that provide key departmental personnel to have 24/7 access to instructor, peer leader, and schedule data. These secured and user-friendly applications and database systems enable the automation of processes and improve work flow as they provide:
 - Electronic applications and forms, including our request to teach, peer leader application and recommendation form.
 - Management & reporting of data in real-time.
 - Faster response to information requests because data are integrated into a single database.
 - Greater efficiency of staff time due to the elimination of data entry and manual generation of reports.

Initiative 2: Encourage departmental staff to participate in professional development activities and to complete the Individual Development Plan (IDP).

Aligned with Division Outcomes: 2c (*recruits, hires, and retains high quality staff, and engages staff in professional development opportunities that meet their needs and expectations*)

Key Performance Indicator(s):

- 100% of full-time professional staff participated in the IDP process.

Goal No. 6: Provide service and outreach that addresses the needs of campus partners and external audiences and increases the recognition and visibility of University 101 Programs.

Performance Blueprint Analysis of Goal Achievement:

University 101 Programs continues to receive national and international attention. For the 8th consecutive year, *US News and World Report* named our seminar a “Program to Look For.” In addition, we have received approximately 25 inquiries about our program from other institutions and hosted 3 visitors from across the country. Our staff has been busy spreading the word about the good work at the University of South Carolina by giving 5 national presentations at conferences and institutes and by publishing 1 article in a peer-reviewed journal. Between July 1, 2009 and May 19, 2010, the University 101 website received 21,616 visits, including 8,960 from 910 different colleges and universities.

Initiative 1: Provide training, outreach, and support to bridge program partners and UNIV 101 instructors on regional campuses.

Aligned with Division Outcomes: 4d (*SA/AS collaborates with system campuses to advance operations and provide system leadership*).

Key Performance Indicator(s):

- 6 instructors from bridge or regional campuses participated in the Teaching Experience Workshop.
- 11 instructors from regional campuses attended the Building Connections Conference in May 2010.
- We did not visit or consult with regional campuses this year to provide outreach and support.
- 43 sections of UNIV 101 were offered on the 4 regional campuses in the fall 2009 and spring 2010.

Initiative 2: Seek opportunities to present, publish, consult with internal and external audiences, or serve in leadership roles on campus or national organizations or committees.

Aligned with Division Outcome: 5c (*Faculty and staff contributions and expertise are acknowledged*).

Key Performance Indicator(s):

- 6 presentations, publications, awards, or leadership roles.
- University 101 staff served on 14 University, Division, and Departmental committees.
- We received approximately 25 inquiries about our program from other institutions and hosted 3 visitors from across the country.