

**Community Development Graduate Program
School of Architecture**

QEP Response – Four Statements

- Statement 1: Three Environmental Factors that positively impact student learning.
1. Technical and professional programs allowing classrooms, laboratories, and studios assess to students to after class hours.
 2. Employing recent PV graduates to teaching assignments.
 3. Creating practicum classes and internship to provide students the opportunity to practice what they have been taught.
- Statement 2: Three Environmental Factors that negatively impact student learning.
1. Hiring faculty who have no interest in the students, and being involved in student organizations and activities.
 2. Lack of campus facilities to encourage faculty and student social and culture development.
 3. No access to faculty and the use of teaching assistance (TA) to assist the students who need help.
- Statement 3: Strategies to impact change to improve student learning.
1. Make it a performance measure.
 2. Create a facility on campus that will promote both faculty and student attendance and involvement. (Starbuck).
 3. Provide a budget for TAs and incentives to promote faculty involvement with students. (Events tickets, etc.)
- Statement 4: Evidence that could provide proof that student learning improved.
1. More students' involvement in academic focused organizations.
 2. More students' involvement in intercollegiate academic competitions. Students will show more of a acceptance of students that are non-african-american.
 3. Grade improvements among students, along with an increase in students enrolling into graduate school.