

The Quality Enhancement Plan (QEP) is a plan that UTC designs based on student data to improve student learning outcomes and the environment supporting student learning and to accomplish the mission of the institution.

UTC Data To Consider

UTC senior scores are low (at or below the mean) on critical thinking and science reasoning skills. (CAAP data – 50-55%)

UTC senior scores are low (at or below the mean) on writing and rhetoric. (CAAP data – 55-60%)

UTC senior scores are low (at or below the mean) on reading. (CAAP data – 55-60%)

UTC freshman and seniors were lower than national average in participating in complementary learning opportunities in and out of class to enhance academic programs. Internships, community service, and senior capstone courses provide opportunities to integrate and apply knowledge. (NSSE data, Benchmark 4: Enriching Educational Experiences)

UTC freshman and seniors were lower than national average in agreeing that the campus was committed to their success and cultivated positive working and social relations among different groups on campus (NSSE data, Benchmark 5: Supportive Campus Environment).

UTC faculty and student disagreed on the following items. (NSSE & FSSE data)

Perceptions of learning activities that take place in the classroom:

- Memorizing facts (students believe that this takes place more than do faculty)
- Analyzing basic elements of an idea or theory (faculty believe that this takes place more than do students)
- Synthesizing and organizing ideas (faculty believe that this takes place more than do students)

CAAP: Collegiate Assessment of Academic Proficiency

NSSE: National Survey of Student Engagement

FSSE: Faculty Survey of Student Engagement

Major Issues Identified through data, focus groups, etc.

ISSUE: Improve student connections between general education courses and disciplinary studies; Improve critical thinking and science reasoning skills

- Connect general education areas, make more cohesive general education curriculum
- Connect general education to disciplinary studies to allow students to make a smooth transition between the content areas of the two
- Incorporate active learning strategies into all courses
- Incorporate capstone experiences across the curriculum
- Enhance information literacy
- Thematic General Education (link a theme to all general education courses)

ISSUE: Increase connections and opportunities for service learning and international and cultural studies

- Service learning and experiential learning opportunities (integration of applicable course content and community service)
- Cultural studies/international experiences

ISSUE: Improve overall student engagement with the campus and the curriculum, begin to look at “purposeful programming”

- Improved advisement process and mentoring
- Learning communities
- Freshman interest groups
- Freshman/sophomore orientation to college, define and incorporate a set of student expectations and make these obvious to students, setting the stage for success
- Link all student development/leadership opportunities to course content