

UT MARTIN ASSESSMENT NEWSLETTER

JANUARY 2024

Our most important job is to help our students succeed!

SACSCOC Reaffirmation and QEP Update

We have received our official letter from SACSCOC stating that UT Martin has been fully reaffirmed with no further follow-up reports needed. Thank you to everyone on campus for your work and dedication!

We have now begun implementing our Quality Enhancement Plan. The QEP Steering Committee will be providing periodic updates on our progress through these newsletters. As a reminder, our QEP has two fundamental goals:

1. Preparing first-year students for success at the institution.
2. Preparing the institution for the needs of first-year students.

To achieve these goals, we have identified four main objectives.

To implement the QEP, four teams have been formed—one for each of the objectives. These teams are already working and are ready to share their progress. In the table below, we list the objectives and the identified steps to attain those objectives as well as the progress to date.

Objective	Steps to Attain the Objective
Fundamental Goal 1: Objective 1. Revise the General Studies 101 (GENS 101) Freshman Seminar course.	A. Clarify a common purpose for all sections of GENS 101 by revising SLOs and establishing a reporting and assessment structure that monitors the consistency of student learning experiences in the course.
	B. Increase, track, and assess professional development opportunities for instructors, including the implementation of identified high impact practices and a shared repository of best practices.
	C. Clarify the role of embedded student leaders (PEP Leaders) and review, expand, enhance, and assess training and prof. development needed to perform these roles.
	D. Create, implement, and assess common learning activities across all sections, including the incorporation of identified high impact practices, to facilitate a consistency of experience.
Progress to date: The team has officially adopted a mission statement and updated student learning outcomes for GENS 101. They are currently working on updating the Canvas shell with multiple options for content delivery based on best practices – affording instructors both flexibility and support. They are also working on training and support for Pep Leaders and for instructors.	
Fundamental Goal 1: Objective 2. Invest in infrastructure and personnel for First-Year Programming.	A. Develop the position and hire a Coordinator of First-Year Experience.
	B. Revise new student onboarding approaches and enhance infrastructure and resources for initial orientation and registration.

Objective	Steps to Attain the Objective
Progress to date: Ben Ort has been hired as the Assistant Director of First-Year Experience and has already begun identifying opportunities to improve Welcome Weekend for students including developing learning outcomes and exploring ways to assess student experiences. This QEP implementation team is also working to identify ways to support strong SOAR advising and to evaluate students' orientation experiences.	
Fundamental Goal 2: Objective 3. Create a Center for Teaching and Learning dedicated to professional development for faculty.	A. Centralize existing faculty development resources to maximize impact and invest in additional programming and personnel.
	B. Create, track, and assess training and professional development for the implementation of high impact practices, specifically in first-year courses targeted via institutional research.
Progress to date: The team is working on a position description for the director of the Center for Teaching and Learning (CTL). As part of that work, the team is developing the mission statement for the Center that will solidify the scope of work that the director will undertake. The team is in early discussions surrounding initial professional development opportunities, marketing the services of the Center to faculty and staff, and ways to solicit feedback on Center activities.	
Fundamental Goal 2: Objective 4. Enhance current academic support programs (tutoring, supplemental instruction, Math Lab, Writing Center).	A. Create, track, and assess training and professional development programs for all student tutors/peer educators.
	B. Expand outreach for, access to, and assessment of academic learning support systems including additional subjects covered and expanded availability.
Progress to date: The team has created a list of tutoring opportunities and academic support offered by UTM and the various programs and has developed a questionnaire to collect some baseline data on student usage of these opportunities and on the training and support of the peer tutors providing the tutoring. Once this information has been collected, the team will begin identifying basic training needs for all peer tutors and developing modules to provide that training through the CTL. In addition, the team plans to use the data collected from the questionnaire to develop guidelines for peer tutors that outline the scope and expectations of their role as a tutor.	

Some of this work to be done will be supported by the Title III grant that UT Martin received in the fall. If you have any questions about the QEP, please contact Dr. Brad Baumgardner, the QEP director. If you have questions about the Title III grant and how it connects to the QEP, please contact Dr. Jamie Mantooth, the Title III director.