Report on QEP Survey #3 (Topic Category Selection)  
SUMMARY OF FINDINGS and IDENTIFICATION of TOPIC CATEGORY

According to the Southern Association of Colleges and Schools (SACS), the Quality Enhancement Plan (QEP) describes a carefully designed course of action that addresses a well-defined and focused topic or issue related to enhancing student learning.

The first step in identifying the topic was the broad area survey (survey #1). Following the identification of the broad area for our QEP, all faculty, staff, and students were invited to submit project ideas in that area (survey #2). A data categorization subcommittee of the QEP Leadership Team read all the ideas and categorized them into seven topic categories as follows:

1) Advising and Tutoring: Projects in this category called for additional academic support outside of the classroom.

2) Engaged Learning: Projects in this category link the university to wider communities and engage students in the world beyond themselves.

3) Enhancing Creative Expression: Projects in this category called for non-traditional learning experiences to increase creativity across the curriculum.

4) Foundations in Learning: Projects in this category suggested incorporating various core components of learning for students and faculty.

5) Global and Cultural Understanding: Projects in this category focused on opportunities that allow us to learn across differences in race, gender, sexual orientation, socioeconomic backgrounds, language, ethnicity, spiritual beliefs, political views, abilities, location/place, etc.

6) Social, Economic and Environmental Sustainability: Projects in this category suggested implementing a sustainability theme across the curriculum.

7) Students as Makers of Knowledge: Projects in this category encouraged students to actively participate in creating, not just consuming, knowledge.

In early December, the faculty, staff, students, and alumni had the opportunity to vote on the topic category. The results of this survey #3 are reported here.

A total of 975 individuals responded to the survey, distributed as follows:
- 107 (48%) of the 222 full-time faculty
- 761 (20%) of the 3,759 students
- 6 (33%) of the 18 Alumni Council members
- 2 (2.3%) of the 86 adjunct faculty

88 (20%) of the 439 staff

The data categorization subcommittee of the QEP Leadership Team analyzed the survey results and prepared observations and recommendations that were approved by the SACS Working Group on 12/14/10, approved by the SACS Executive Committee on 12/14/10, and presented to the QEP Leadership Team on 12/17/10.
**Observations:**

*Engaged Learning* was a top choice across the board. It was #1 choice among students, staff, alumni. Among faculty, it was included in a close ranking for the top choice, as follows:

- *Foundations of Learning*: 18.8%
- *Global & Cultural Understanding*: 18.5%
- *Students as Makers of Knowledge*: 16.4%
- *Engaged Learning*: 15.7%

The following "bookends" were noted:

- *Foundations of Learning* tied for the #1 choice, with a narrow margin, among faculty. However, it was in last place for students.
- *Advising & Tutoring* was #2 among students. However, it was in last place for faculty.

Among faculty, *Global & Cultural Understanding* roughly tied for the first choice (see above). It also scored highly across the board.

**Recommendations:**

1. Expand *Engaged Learning* to include *Makers of Knowledge* for the following reasons:
   a) These two categories had a close vote among the faculty (51 and 53 votes)
   b) It can be argued that *Makers of Knowledge* (in a broad interpretation as “undergraduate research”) is a form of *Engaged Learning*
   c) In survey #2, there were many projects that fell into both of these categories

2. It appears that the community is asking for an engaged learning project that allows students to be makers of knowledge. The survey results also suggest prioritizing projects that have a *Global & Cultural Understanding* focus.

The QEP Leadership has begun to work with these recommendations in order to define the terms, narrow the project, and build the QEP plan. Members of the UNC Asheville community are encouraged to contribute—watch the QEP web site and email for upcoming opportunities.

For more information on UNC Asheville’s QEP:  [http://sacs.unca.edu/qep](http://sacs.unca.edu/qep)