

**The University of Texas at Tyler**  
**QUALITY ENHANCEMENT PLAN (QEP)**

**GATE: Global Awareness Through Education**  
**Living and Learning Communities**

**INITIAL ABSTRACT**

**Introduction**

UT Tyler's Quality Enhancement Plan (QEP), *Global Awareness Through Education: Living and Learning Communities*, known by the acronym *GATE*, will focus on improving student learning outcomes through the use of living and learning communities where students are broadly engaged in globally-enhanced learning opportunities and cross-cultural experiences. *GATE* will achieve its objectives through the integration of three curricular enhancements: 1) 1-credit hour global foundation courses, 2) globally-focused core curriculum requirements and 3) service learning and/or travel study projects.

*GATE*, which will be a two-year opportunity, will recruit each Fall semester a diverse group of 25 freshmen who will live together in a block of rooms at Ornelas Hall or Patriot Village. Students will take 2-3 courses together: 1-hour Global Colloquium, taken each of 4 semesters (which will count as the Social Sciences requirement in the general education core), and 1 or 2 globally-focused core courses each semester. The Global Colloquia and the core courses will incorporate strong and rigorous writing and technology components.

**Assessment of the QEP**

The QEP will have two sets of learning outcomes, for both students and faculty. The Learning Outcomes for the Global Learning Communities are organized into two categories: University-wide core curriculum outcomes in communication, critical thinking, and technology and Global citizenship outcomes.

***University-wide Core Curriculum Outcomes***

Faculty will:

- a) recognize the existence of multiple methods to guide students to analyze, synthesize, evaluate, interpret, and apply information through written and oral presentations.
- b) assist students to develop accurate, thoughtful and responsible content to their understanding by providing consistent and objective feedback.
- c) demonstrate the ability to design and implement technology into courses.

Students will:

- a) demonstrate the ability to analyze, synthesize, evaluate, interpret and apply a wide range of information, data, and appropriate sources to written and oral presentations.
- b) demonstrate ability to contribute to scholarly understanding of a subject by balancing complexity and clarity of argument, clear conceptual organization of evidence, and adaptation to context and audience in written and oral presentations.
- c) demonstrate the ability to use the appropriate information technologies to gather and analyze information and to communicate effectively.

### ***Global Learning Outcomes***

Faculty will:

- a) assist students to become engaged as citizens of the world through acquisition of awareness of global cultures and issues.
- b) implement global-centered topics into courses.
- c) demonstrate the ability to design and implement an appropriate rubric to evaluate students' global awareness and engagement.

Students will:

- a) understand cultural differences and value most of them (Global knowledge )
- b) be able to articulate how their own identity is culturally constructed (Self Awareness)
- c) understand the interconnectedness of various global phenomena, problems, issues. (Global knowledge)
- d) demonstrate the principles of responsible, effective, sustainable global problem solving through service learning projects locally or abroad. (Service Learning)
- e) enhance their analytical skills regarding communication between people from different ethnic and cultural backgrounds in both national and international settings. (Intercultural Communication)

### **Academic Resources**

The QEP will build on the use of existing assets. UT Tyler already has successfully implemented learning communities. The benefits of participating in a Living/Learning Community are well documented in the research, with, on average, members of Living/Learning Communities having higher GPAs, lower drop-out rates, and are more likely to describe their university experience as "highly satisfying." The core components of the QEP are now in place: English Comp I, Fundamentals of Speech, World Geography, and American Government. Service learning or travel study programs have been in place for several years. The task will be to "globalize" each of these components and add new Global Colloquia.