

TTU Impact Report 2018: Bear Our Banners Far and Wide: Communicating in a Global Society

Section I – Executive Summary

Bear Our Banners Far and Wide: Communicating in a Global Society is designed to improve the communication skills and global awareness of Texas Tech University (TTU) undergraduate students.

This QEP has two specific goals: 1. TTU students will develop communication skills in a variety of media that are appropriate to their disciplines and focus on developing them within a global context. 2. TTU students will successfully apply these communication skills in a range of situations with audiences, both local and global.

These goals align with the new Texas Core Curriculum objectives that include attainment of communication skills as part of every core course. The SLOs that have been developed to meet these goals demonstrate our understanding that acquiring and honing skills in both communication practices and global awareness requires a longitudinal approach by both students and faculty.

- ✓ SLO1: students will demonstrate competent communication skills.
- ✓ SLO2: students will demonstrate global awareness.
- ✓ SLO3: students will articulate global awareness/openness to differences in culture and context diverse groups.

The primary Learning Activities of the QEP are embedded in two specific TTU undergraduate requirements:

[i] a three-hour Multicultural Course requirement and

[ii] a six-hour Writing Intensive Course (WI) requirement, which has been expanded to include other forms of communication and renamed the Communication Literacy (CL) requirement.

To coordinate the curricular changes, training opportunities, and assessment activities of the QEP, the university established the Center for Global Communication (CGC). The Center's staff, led by a part-time Director, reports to the Vice Provost for Academic Affairs and work closely with the Office of Planning and Assessment and subject matter experts on campus to develop and implement the most meaningful tools for measuring QEP SLOs.

To provide additional instructional support for the QEP, TTU established the the Communication Training Center (CTC). It is housed in the College of Media and Communication and staffed by a full-time Director and support staff, including graduate students. The CTC offers programming for faculty and graduate teaching assistants/part time instructors to improve their oral and visual communication skills as those skills relate to undergraduate teaching and presentation of research/creative activity.

This QEP supports our desire to prepare students for the challenges and rewards of thriving in an increasingly interconnected world.

Section II – Discussion of QEP Changes

The QEP, *Communicating in a Global Society*, added three educational components to the implementation plan: [i] instructional modules deliverable to students for initial exposure to one or more contemporary global challenges; [ii] curricular/co-curricular college-level¹ projects to improve communication and knowledge of global issues and; [iii] programmatic integration of domestic and international students participating in a study-abroad experience.

Change 1: An Introduction to Global Issues

Since the original plan did not include specific global issues/topics to be explored via curricular/co-curricular activities, shortly after the QEP/Center for Global Communication was initiated, a CGC executive committee of key university stakeholders was formed to review/evaluate global-challenge topics/instructional materials.

The curricular modules introduce students to global issues and explore disposition traits that foster engagement with global concerns. The subject themes, identified by the American Association of Colleges and Universities (AAC&U) as major challenges of the 21st century, were developed into instructional material by the Center for Global Communication (CGC) and the Teaching, Learning and Professional Development Center (TLPDC). These course units, deliverable in 50-160 min lectures contain: video, case studies, breakout discussion materials and accompanying literature sources. Specific modules were piloted in the fall 2017 semester through three venues: Raider Ready (IS 1100, first-year seminar) offering *Population* and *Information* modules (ca. 2,000 students/year); Political Science (POLS 2306, lower-division, required course for graduation), offering a *Governance* module (ca. 2,500/semester); and Introduction Human Sciences (HUSC 1100, first-year seminar) offering *Resource* and *Technology* modules (ca. 200 students/year). More than 75% of colleges enrolling undergraduate students had (at least) one global challenge module as part of their program requirements by the fall 2018 semester.

Change 2: Addressing Global Challenges by Discipline-Specific Communication

To foster global expertise through discipline-specific communication skills, project proposals were solicited at the college level (Spring 2017). The CGC executive committee reviewed proposals based on the CGC scoring rubric (**Appendix A**), with the aim to enhance student readiness in global communications through programing, educational activities and/or scholarships. The call stipulated that students create archival work that communicates, in a discipline-defined manner, understanding of one or more AAC&U Global Challenges. A CGC-formulated rubric with proficiency in the three SLOs (**Appendix B**) was the basis for assessment of communication assignments. Four projects were selected during the 2017-2019 funding cycle: [i] *Story Maps of Humanitarian Projects around the World* links digital media with geospatial technologies for integrative learning across a wide swath of campus. The project utilizes an international network coupling a USAID and TTU-led Youth-Mappers Initiative. The multi-college project includes faculty from Arts & Sciences, Agricultural Sciences & Natural Resources and Education with an anticipated student participation of 200 students/year. [ii] *A Global Context for Reflective Practice in Engineering and Technology Ethics* enables students to communicate on a global stage in effective, ethical and authentic ways through the exchange of ideas across national boundaries and cultures via an engineering capstone project. The multi-college project includes faculty from Arts & Sciences,

¹ Texas Tech University contains nine colleges with a primary mission of undergraduate education: Agriculture & Natural Resources, Architecture, Arts & Sciences, Business, Media & Communication, Education, Engineering, Human Sciences and Visual & Performing Arts.

Engineering and the Office of International Affairs with an anticipated student participation of 50 students/semester. [iii] *Identity and Resistance in Global Contexts* involves the generation of digital material containing texts, videos, digital stories, podcasts, and music related to global conflict. The multi-college project includes faculty from Arts & Sciences, Architecture, Media & Communications, Visual & Performing Arts and Texas Tech Libraries with students pooled from existing courses to insure engagement of 250 students/year. Finally, [iv] *Global Governance, Communication and Connectivity* provides exposure to global governance with the generation of archival work based on visiting scholars' presentations that include online materials by each speaker with content available as part of the political science global governance course material. Widespread student engagement occurs as political science (POLS 2306) is a required core-course with an annual enrolment of approximately 5,000 students.

Change 3: Programming Domestic and Study-Abroad Cultural Communication

To enhance interactions of international students with domestic students, the program *Global Texan* has been established for first year international students to connect with upper-class domestic students based on overlapping majors on the TTU campus. The program introduces international students to the customs and cultures of America life through the lenses of Texas Tech peers and, at the same time, introduces domestic students to the customs and cultures of another country. The Global Texas program will be piloted in the fall 2019 semester. For Texas Tech students studying abroad, a pre-travel assessment survey is being piloted to assist students in becoming more aware of the ways in which even minor cultural differences can be manifested during their programs. A post-travel reflection is also being implemented to facilitate the integration of students' study abroad experiences into their overall undergraduate education. By coupling scores from pre-travel surveys with post-travel reflections, TTU can examine how travel preparations and reflections impact study-abroad outcomes.

Section III – Student Learning and Institutional Learning Environment

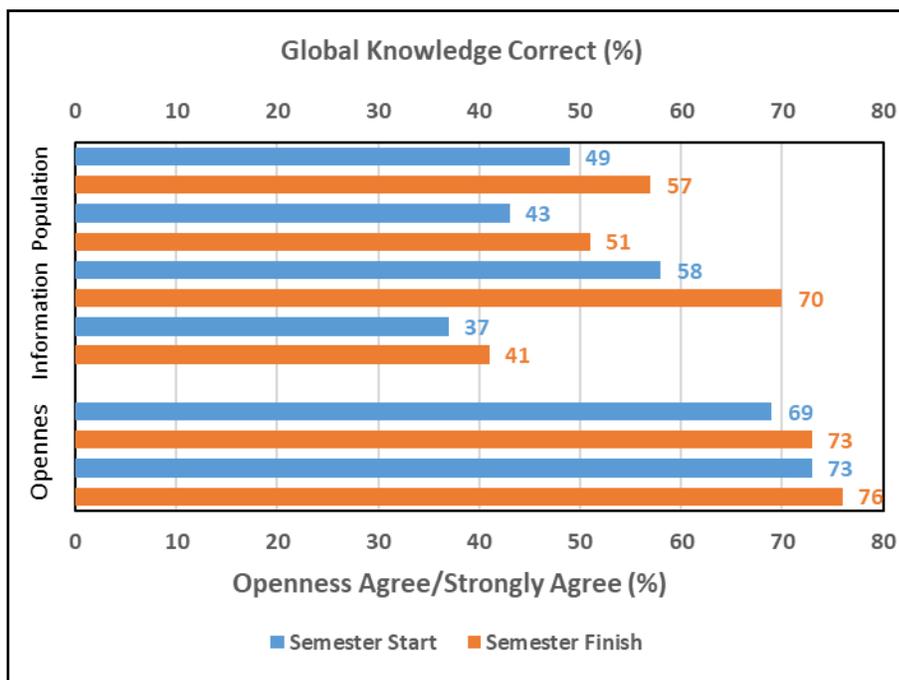
In the current knowledge-based economy, students confront an ever-expanding array of information that they must learn to navigate effectively. Information literacy requires students to locate, critically examine, evaluate, interpret, synthesize, prioritize and apply information. Successful students in such an information-rich society, will need to develop the ability to survey a wide range of sources outside their current purview, decide what is important and worth assimilating, and integrate such information into a coherent whole in a way that makes sense to oneself and to others. Such higher-order cognitive training cultivates a disposition for continuous learning, interpersonal and intercultural engagement and self-assurance. These combined skills that appreciate rather than discount diverse worldviews foster a temperament aptly suited for productive engagement in a global society.

The primary learning activities of the QEP designed for students to communicate and participate in a global society are embedded in three TTU undergraduate requirements: [1] one or more Global Challenge modules (full implementation Fall 2018); [2] a sequence of Communication Literacy courses (full implementation Fall 2017); and [3] a three-hour Multicultural course (on going). In addition to assigned curricular activities that all undergraduates participate in, there are two complimentary programs to enhance Global Communication at Texas Tech: [4] College-level student projects in Global Competency and [5] Classroom Communication Training Interventions for instructors of undergraduate education. Assessment data for each program is covered individually in the following sections.

1. Global Awareness via Global Challenge Modules

The Global Challenge modules work to introduce students to complex global challenges by connecting those challenges to students' educational pursuits, lived experiences and dispositions. The modules explore major trends or drivers of change that will shape the world over the next 25-30 years. Students taking the modules are given a pre- and post-assessment to assess higher-order cognitive skills based on presented material (direct assessment) and disposition questions based on a student's assessment of his or her global temperament (indirect assessment). Assessment results from a first-year pilot provide evidence that students successfully assimilate information presented in the modules (**Figure 1**).

Figure 1. Global challenge topics (*Population and Information*) were assessed using higher-order knowledge questions (e.g. prioritize, apply information, interpret, critically examine and synthesize) and disposition traits (*Openness*) scored positively if students agreed or strongly agreed with scenarios that exhibited the listed characteristic. Assessments were administered at the start and end of the semester (each topic represents five questions with an $n \geq 1,500$ students). First two bars in each grouping are data collected in 2017 while the second two bars for each grouping are 2018 data.



Student scores for the two components are paired so that a student's ability to perform higher-order cognitive skills can be correlated with a student's global disposition for continuous learning, interpersonal engagement/openness and/or self-assurance (data not shown).

2. Communication Competency via Programmatic Communication Literacy

To be effective leaders, workers, and citizens—whether in the arts, government, health care, information services, industry, education, or other fields—college graduates must possess the ability to communicate effectively. That is, they must possess communication literacy. Communication literacy, which adopts a broad perspective on promoting effective communication, is concerned not only with message production (i.e., form and content) but also with the thoughtful selection of the most appropriate medium for communicating a message to best promote its effective reception. To that end, the term “communication” does not suggest a single or preferred medium but encompasses any medium through which a message is transmitted and/or received. Above all, communication literacy is about competence and proficiency; the attainment of both entails fostering a critical understanding of how communication functions in different contexts, appreciating its uniquely transactional nature, adapting messages to situations and audiences, and communicating in ways that are ethically and socially responsible in a diverse global society.

For the 2017-2018 academic year, 144 of 150 (96%) of the undergraduate degree programs created and implemented a CL plan. These plans included a narrative about communication literacy in the discipline, a list of the courses which fulfilled the CL requirement for the major, student learning outcomes related to CL, identification of projects or assignments that provided evidence of student competence, and a plan for assessing the department’s CL plan. Colleges and departments are asked to review and, if determined necessary, revise their CL plans annually. This indicates a cycle of review and improvement at the program level that will continue, annually, for the duration of the CL initiative. In order to assist with the revision and evaluation of CL plans, phasing out of the WRIT requirement, and refinement of discipline-specific assessments, members of the Communication Advisory Committee (CAC) offered workshops through the TTU Teaching, Learning, and Professional Development Center and individual consultations between January and March 2018. While those workshops will not be offered on an on-going basis, the CAC is available for consultation on request.

During the spring 2018 semester, an assessment rubric for programs’ CL plans was distributed to all department chairs and undergraduate degree program coordinators. This assessment rubric will serve as the main assessment medium for campus-wide appraisal of the communication literacy initiative of the QEP. Reports will be required for all degree programs for the 2018-2019 year. It is expected that degree program coordinators will use the locally-developed, course-level assessments to assist with completing the uniform assessment rubric.

To assess the effort students put forth in developing effective communication skills, the National Survey of Student Engagement (NSSE) is administered on odd numbered years during a student’s first and senior years. NSSE is based on the premise that challenging intellectual and creative studies are central to student learning and collegiate quality and that engaging in such educationally productive activities builds the skills and disposition to live a productive and satisfying life. To gauge the rigor of TTU’s academic programs specifically geared towards effective communication, questions related to preparing for class (*e.g.* studying and rehearsing); reading and writing; using higher-order thinking skills; and an institutional environment that emphasizes studying and academic work have been categorized into three engagement indicators (**Figure 2**). Texas Tech students reported they engaged in all indicator items at a much lower rate/frequency than students at peer institutions. This leads TTU to ask a series of questions. What is the University’s “culture of expectation,” especially for seniors? How are academic expectations communicated to faculty and students? Do students think it is important to set high levels of expectation? While students perceive the institutional expectation of studying and academic excellence, there seems to be a mismatch between what Texas Tech say it wants from its students and the level of performance for which students are accountable. To close the loop between these assessment data and student learning, faculty development programs geared for communication-literacy are being formulated based on higher-order and reflective/integrative learning.

Figure 2. Texas Tech students indicate a range from sometimes- to often-engaged in activities linked to academic challenge indicator items. To produce peer learning scores, a response set is converted to a 60-point scale (*e.g.*, never = 0; sometimes = 20; often = 40; very often = 60) and averaged.



3. Cultural Diversity via a Multicultural Core Course

Students graduating from Texas Tech University should be able to demonstrate awareness and knowledge of distinctive cultures or subcultures, including but not limited to ethnicity, race, gender, class, political systems, religions, sexual orientation, languages, or human geography. The multicultural core course focuses on intercultural awareness that includes several components: [i] developing a student’s ability to discern that people are not all the same, [ii] appreciate that cultures vary in values, behaviors and expectations and [iii] that cultural differences are important to recognize/understand in dealing with others. Course content developed by individual faculty is required to develop a set of cognitive, affective and behavior skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts. Learning outcomes include: [i] students will demonstrate intercultural awareness, knowledge and skills in written, verbal, and behavioral activities (e.g., service-learning, co-curricular and similar experiences); [ii] students will exhibit the ability to engage constructively with individuals and groups across diverse social contexts; and [iii] students will appraise privileged relationships at different levels (interpersonal, local, regional, national, and international) and explain how these relationships affect the socioeconomic and cultural status of individuals and groups.

Students complete a series of assignments with the instructor selecting one activity for assessment based on the rubric (**Appendix C**) developed by an internal multicultural committee. Assessment results over the 2015-16 and 2016-17 academic years provide evidence that most students participating in the program meet or exceed expectations for combined cultural awareness, communication and attitudes (**Figure 3**). To implement a more refined assessment of student learning outcomes, the CGC worked in collaboration with OPA to collect assessment data via a Qualtrics survey so that collect assessment data for the three SLO rubric components could be collected individually and qualitative data requested to better identified and addressed possible deficiencies (**Figure 4**).

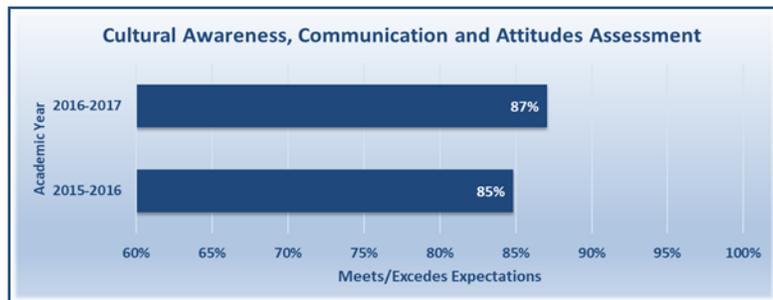


Figure 3. Student assignments in core multicultural course offerings (ca. 70/academic year) are instructor assessed based on a university-wide rubric combining: cultural awareness, communication and attitudes. For students assessed each academic year $n \geq 1,600$.

Figure 4. Revised data collection with each rubric component scored separately ($n \geq 1,600$ students).

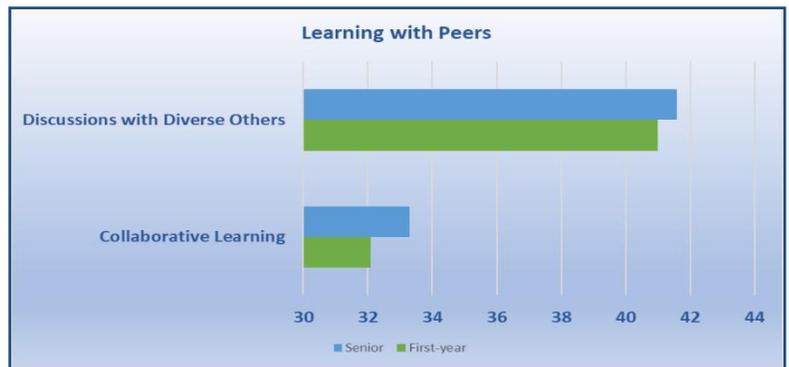


To respond to instructors’ requests to invite experts that have struggled with diversity issues, author and immigrant rights advocate Julissa Arce was brought in for a faculty-training workshop and student presentation. In a survey of 64 faculty attending the workshop, in response to the questions “How useful did you find the workshop; How effective was this presentation in helping you understand the importance of enhanced global

communication; and How would you rate your attitude toward global awareness after this workshop” the percentage of respondents that gave the highest score was 75, 67 and 65%, respectively. A follow up letter was sent out to all multicultural course instructors providing a summary of the workshop content.

Collaborating with diverse peers in mastering difficult material promotes intercultural awareness. By developing interpersonal and social competence, students learn to deal with complex, unscripted problems they encounter with an ever-increasing diverse society during and after college. The NSSE specifically measures two engagement indicators: discussions with diverse others and collaborative learning (**Figure 5**). Seniors report they work with other students more often as compared to students’ reports at other peer institutions, and both first year and senior students report greater collaborative learning/discussions with diverse students more frequently in 2017 than in 2015. To close the loop between these assessment data and student learning, faculty development programs geared to the multicultural core include distinguished educators such as author Dr. Beverly Daniel Tatum, U.N. Ambassador Sichan Siv and Julissa Arce to stimulate dialogues about diverse cultures.

Figure 5. Students indicate that they sometimes to often are provided with opportunities to interact with and learn from others with different backgrounds and life experiences; students also report engagement in activities linked to active/collaborative learning (e.g. collaboration on class projects). To produce peer learning scores, a response set is converted to a 60-point scale (e.g., never = 0; sometimes = 20; often = 40; very often = 60) and averaged.



4. Global Competency Coupled with Communication Effectiveness via Communication Assignments

The four CGC-sponsored projects (2017-2019 funding cycle) to improve global awareness and communication skills generated an appreciable collection of archival work. To examine the effectiveness of the program in producing communication projects of satisfactory quality as well as to discern the program’s breath, select curricular/co-curricular activities are described briefly and assessment data presented.

The *Identity and Resistance in Global Contexts* project was established in 2017 to explicitly train undergraduate students to communicate effectively in today’s global society. Eight faculty in six colleges around campus are implementing this project and collaborating to build a digital archive of students’ projects that analyze human conflicts from multiple angles. Through undergraduate teaching and special programming that includes concerts, symposia, and exhibitions, Texas Tech undergraduate students have been trained to communicate intelligently, respectfully, and constructively about human identities and conflicts in human populations. Examples of course writing includes ARCH 4341: Architecture through Film, EMC 4311: Rock and Roll Media (Honors), FREN 3303: French Conversation/Global Identities, GERM 2312: Literature of the Holocaust, HONS 1304: Soundscapes, HONS 4302: The Arab Israeli Conflict and POLS 2306: Texas Politics and Topics with a total of 150 students participating in the communication assignments. As an example, in *Literature of the Holocaust* (GERM 2312), students work in small groups to create objects that reflect the Holocaust with special attention to identity and resistance in times of genocide and persecution. A written description includes the theme, thought process and challenges when employing abstract representations for actual occurrences; essays are accompanied by a photograph and/or video documentation of the object. Assessment data provide evidence

that most students' archival work scored satisfactory or outstanding for content, organization and delivery; applying knowledge in a contemporary global context; and cultural and intercultural awareness and engagement (**Figure 6**).

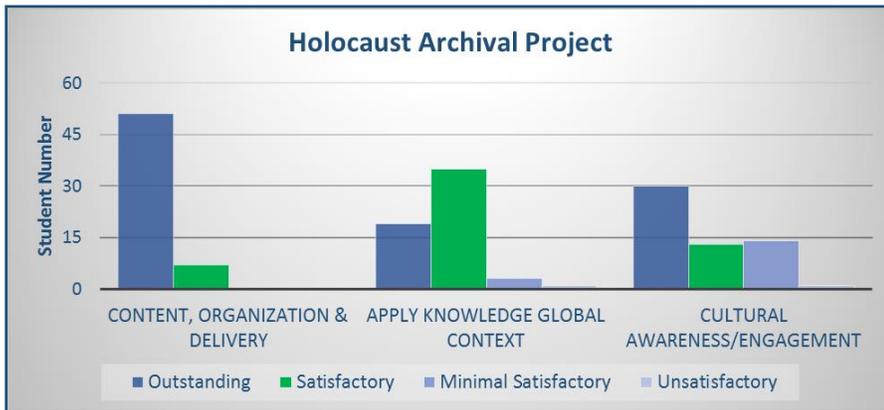


Figure 6. German studies project (GERM 2312; Fall, 2017) with assessment of student learning outcomes based on CGC Global Communication Rubric. Instructor of record evaluates objects generated by student groups in combination with written descriptions submitted individually (n = 58 and 98 students in 2017 and 2018, respectively).

The project, *Story Maps of Humanitarian Projects around the World*, organizes mapathons² that employ an online open source repository to store map data for humanitarian programs such as the Red Cross. A series of story map workshops were held to teach students the principles of science storytelling as well as how to use story-map software. Story maps were collected at every workshop as well as for courses that incorporated a written/visual assignment. A trained team of student assistants scored the coursework-based story maps.

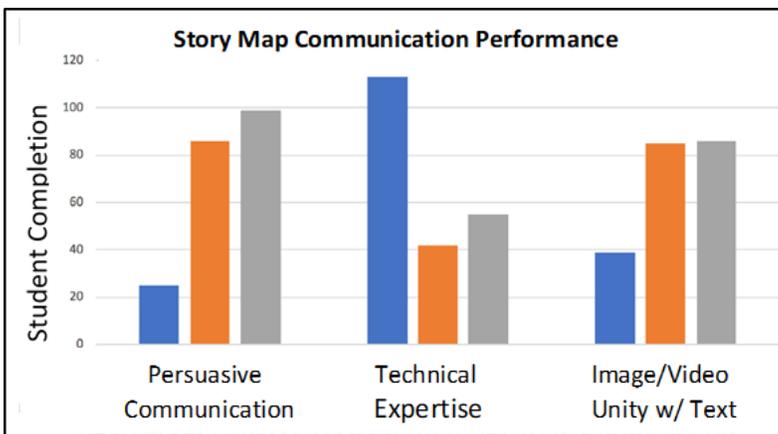


Figure 7. Story maps were evaluated based on the ability of a student to convey the global importance of the project utilizing effective communication, technical expertise in mapping software and coherence of images with text; novice, intermediate and advanced competence in each area corresponds to blue, orange and gray bars, respectively (n = 220 students in 2018).

The project, *A Global Context for Reflective Practice in Engineering and Technology Ethics* seeks to increase social responsibility and ethical practices for undergraduate engineering students through global engagement with peers in India, Ukraine, and other partnering countries. The goals of the project are to improve undergraduate education in global communication, to involve significant numbers of students, to exploit current technology in creative ways and to raise the visibility of supporting institutions in promoting ethical sensibilities for students. The course Engineering Ethics & Impact on Society (ENGR 2392) and the website <http://ReflectiveChoices.ttu.edu> are the primary channels through which the program project is implemented. The project combines traditional pedagogical theory with cutting-edge instructional and assessment technology. While posted student reflections were low the first year of the program, written participation increased greatly the second year of the program (**Fig. 8**). The intent was to internationalize the course

² A coordinated mapping event in which online map modifications/improvements are made to increase coverage accuracy, assist disaster risk assessment and/or aid in energy management.

curriculum and provide an interface for Texas Tech students to learn about and benefit from cultural differences associated with ethical thinking. The project is currently partnering with Lesya Ukrainka National University in Lutsk, Ukraine, Manipal Institute of Technology in Manipal, India, and Indian Institute of Technology in Kharagpur, India.

The open Reflective Choices website is a nexus for ethical archival work to be shared with a global audience. Faculty at Texas Tech and partnering institutions contribute articles and case studies while students comment on ethical issues related to the presented topics. There were over 800 webpage visits to articles and case studies during Fall 2017. Assessment data consisted of analysis of archival data on the Reflective Choices website. Data analysis based on the Center for Global Communication rubric (**Appendix B**) indicated that most students performed at or above a satisfactory level regarding the three rubric categories: content, organization and delivery; applying knowledge in a contemporary global context; and cultural and intercultural awareness and engagement (**Figure 9**). The current data suggest a need for additional tools and greater feedback as students' process and critique web material from a global perspective.

Figure 8. A growing proportion of students voluntarily opting to present their views brings student voices to a global stage, and bodes well for the future of the website.

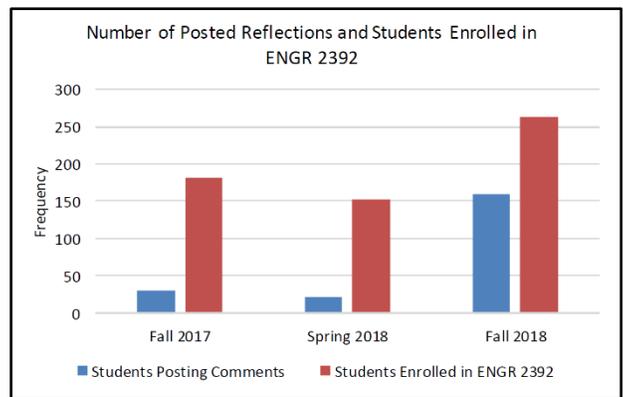


Figure 9. Engineering Ethics & Impact on Society (ENGR 2392; Fall, 2018) archival data assessment based on CGC Global Communication Rubric. The instructor of record evaluates student comments of case studies and articles presented on the *Reflective Choices* website (n = 160 students).



The collegial project, *Global Governance, Communication and Connectivity*, seeks to increase a student's understanding and ability to be conversant in issues of global governance through the generation of archival work. Students are asked to view a lecture on global communication as it relates to international relations and

negotiations. After specifically covering topics related to cotton disputes in the World Trade Organization and issues involving International Courts, students are asked to answer questions in a discussion post assignment. Students are expected to provide thoughtful responses to their peers who identify similarities and differences in their own interpretation of the role of political leaders in global governance. The goal is to introduce students to the well-supported concept that global governance is difficult in a world of international anarchy and at the same time there are strategies associated with overcoming this challenge. Graders assessed students based on their ability to adequately connect the content presented in the lecture with specific questions (*e.g.* what is sovereignty; what is anarchy; what is the role of political leaders in overcoming the challenge of anarchy; what is the future of global governance in a changing world?). Graders score students on a 5-point scale that reflected the level at which the students demonstrated their understanding of the lecture content and connected it to the QEP rubric goals. Most students were highly successful. The greatest challenge was with content, organization, and delivery. Results are presented in **Figure 10**. To improve future reporting, the program seeks to better train the rubric scorers as it is difficult to ensure that all graders use the same criteria. Overall, the first semester of assessment of QEP work in the Global Governance challenge was highly successful with approximately 1,700 students completing the archival work related to communication at a global level.

A second and third tier of the Global Governance program is designed for students to generate a research proposal and subsequently a full research project to be presented at a national social-science research conference. The project is to be based on one or more lectures by experts in global governance as part of the CGC sponsored lecture series with student submissions be assessed in April and October 2018.

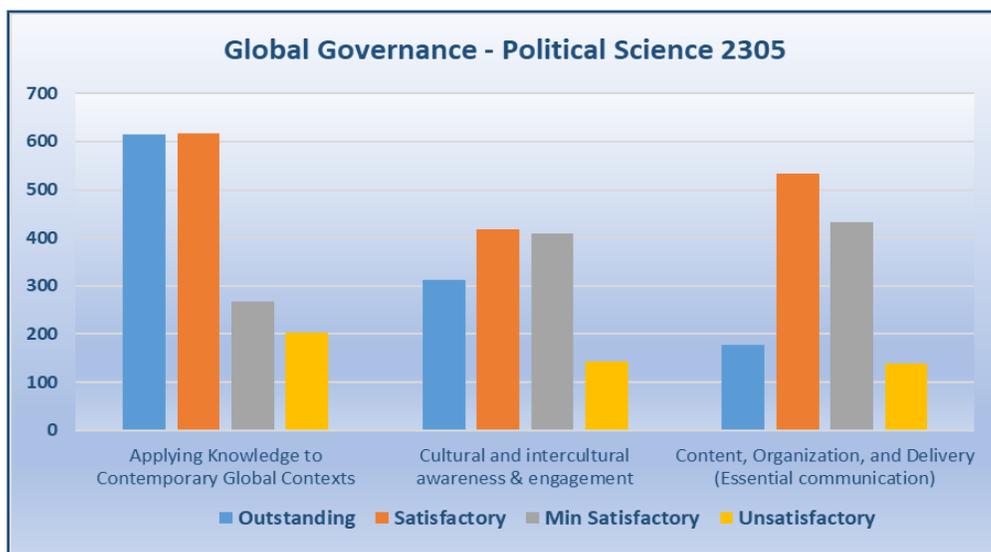


Figure 10. Global Governance (POL 2305; Fall, 2017) archival data assessment based on CGC Global Communication Rubric. Graders evaluated student written work submitted online (n = 1,700 students).

5. Classroom Communication Training Interventions

Communication is central to the teaching/learning process and a clear understanding of both teacher and students' course perceptions is essential to improving classroom communication and instructional processes. To foster such an institutional learning environment, the Communication Training Center (CTC) has implemented a series of training programs. Workshops are offered for instructors to enhance oral and visual communication skills with the goal to improve student learning. Congruent/divergent perspectives between instructors and students are identified using a Class-Level Survey of Student Engagement (CLASSE) instrument

with participants including instructors of and undergraduates enrolled in high- enrollment core-curriculum courses. CTC classroom communication-training interventions target congruent/incongruent perceptions of oral/visual communicative behavior. Customized instructor workshops currently in place service the departments of Mathematics & Statistics and Communication Studies. Assessment data for 2017 indicate high workshop engagement and effective instructional training by participating instructors (**Table 1**). Additional training programs for instructors will be held over the next three years focusing on three global communication components: providing global challenges without a travel-abroad experience; closing the loop between course assessment and teaching excellence; and internationalizing the academic curriculum. While all Texas Tech instructors will be encouraged to participate in these faculty development programs, registration stipends will be provided to instructors of record for courses directly involving the QEP including: Communication Training, Raider Ready, Communication Literacy and/or Multicultural courses.

Table 1: Survey of instructional engagement and effectiveness for CTC workshops offered in 2017; n = 460 TTU instructors.

<i>Question 1-6 based on a 5.0 scale.</i>	
As a result of attending this program, I:	Average
(1) engaged in meaningful conversations with attendees.	4.5
(2) identified resources to advance my work.	4.5
(3) developed more effective strategies to communicate my ideas.	4.5
(4) feel more confident in my ability to use techniques in the classroom.	4.3
(5) know how to better organize material or content to enhance shared meaning with others.	4.5
(6) have identified strategies appropriate for the courses I teach.	4.4
<i>Question 7 is based on a scale of Very Familiar (5) to Unfamiliar (1)</i>	
(7) Prior to this program how familiar were you with the material presented?	3.2
<i>Question 8 is based on a scale of Learned a Great Deal of New Information (5) to Did Not Learn Anything New (1)</i>	
(8) How much new information did you learn from this workshop?	4.3
(9) Would you recommend this program to a colleague?	100% Yes

Section IV – Texas Tech University Reflections: Lessons Learned

The Center for Global Communication has partnered with campus units including the Office of the Provost, the Teaching, Learning & Professional Development Center, Institutional Research, the Office of Planning & Assessment, the Office of Diversity, the Office of International Affairs, the University Writing Center, and Student Affairs to raise awareness and build collaboration through outreach and active inclusiveness. Specific university-wide challenges that are being targeted based on QEP implementation are listed.

- Streamline student learning assessment data collection via standardized student-learning-outcome rubrics and use of electronic assessment platforms such as Qualtrics surveys and Nuventive Improve.
- Improve coordination among university centers including the Office of Planning & Assessment, the Office of the Provost and Institutional Research for robust data analysis.
- Increase distribution of assessment data among academic programs to narrow the gap between effective teaching and improved student-learning outcomes.
- Expand university-wide reflection of assessment data to tailor faculty-development programs that will improve teaching effectiveness.

Appendix A: University-Wide Project Proposal Scoring Rubric



Proposal PI/College: _____	Total Score (max 24): _____
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	EXEMPLARY (3 PTS)	ADEQUATE (2 PTS)	NEEDS IMPROVEMENT (1 PT)	MISSING (0 PTS)	S C O R E	COMMENTS/CLARIFICATION
Project Concept	Global challenge theme(s) identified & linked with highly engaging and instructive activities.	Global challenge theme(s) identified & linked with activities of an engaging and/or instructive nature.	Global challenge theme(s) identified and linked with perfunctory student activities.	Global challenge theme(s) not identified and/or with un-engaging/uninstructive student activities.		
Student Engagement	Large university-wide student cohort; student participation guaranteed.	Moderate university-wide for likely university-wide participation.	Low or unidentified student cohort for uncertain university-wide participation.	Student cohort participation low and/or unidentified.		
Communication Component: Archival Work	Required with rigorous rubric-based assessment.	Required with rubric-based assessment minimally defined.	Stated but unclear expectations and/or assessment protocol.	Not required and/or assessment not defined.		
Global Knowledge Component: Archival Work	Required with rigorous rubric-based assessment.	Required with rubric-based assessment minimally defined.	Stated but unclear expectations and/or assessment protocol.	Not required and/or assessment not defined.		
Cultural Engagement Component: Archival Work	Required with rigorous rubric-based assessment.	Required with rubric-based assessment minimally defined.	Stated but unclear expectations and/or assessment protocol.	Not required and/or assessment not defined.		
Project Administration	Clearly stated coordination of duties among experienced faculty/staff for effective oversight.	Provides sufficient coordination of duties among faculty/staff for basis oversight.	Provides minimal coordination of duties and/or unexperienced faculty/staff for weak oversight.	Explanation of project coordination of duties among faculty/staff missing.		
Resource Utilization/Budget	Leverages college resources with CGC funds to maximize QEP instructional impact.	Utilizes CGC funds to enhance QEP-centered programs appropriately.	Inefficient or unrealistic budgeting of CGC funds for low instructional impact.	Budget justification of requested funds not articulated; unclear instructional impact.		
Feasibility/Outcome	Activities & timeline clearly coordinated for generating annual assessment data.	Activities are manageable & timeline appropriate for generating annual assessment data.	Activities are manageable but timeline unconvincing for generating annual assessment data.	Activities not manageable and/or timeline inappropriate for generating annual assessment data.		

Appendix B: Global Communication Rubric for Student Archival Work



	Outstanding [3]	Satisfactory [2]	Minimal Acceptance [1]	Unsatisfactory [0]
Content, organization and delivery	Content and organization are sophisticated for the genre. Delivery choices effectively communicate content to the target audience.	Content and organization are appropriate for the genre. Delivery choices communicate content to the target audience.	Content or organization is minimal for the genre. Delivery choices do not effectively communicate content to the target audience.	Content, organization or delivery is inappropriate for genre and/or target audience, resulting in very low or no audience communication.
Applying Knowledge to Contemporary Global Contexts	Applies knowledge and skills to implement sophisticated, appropriate and workable solutions to address complex global problems using interdisciplinary perspectives independently or with others.	Plans and evaluates more complex solutions to global challenges that are appropriate to their contexts using multiple disciplinary cultural, historical and/or scientific perspectives.	Formulates practical yet elementary solutions to global challenges that use minimal disciplinary perspectives (e.g. cultural, historical and scientific).	Does not define global challenges in a basic way and does not provide varying perspectives and solutions.
Cultural and intercultural awareness and engagement	Articulates sophisticated insights into own and other cultures, and makes connections between own worldview and civic engagement.	Compares and contrasts own culture with other cultures, and identifies appropriate connections between own worldview and civic engagement.	Recognizes minimal components of one's own and other cultures and understands what civic engagement means.	Does not show understanding of own or other cultures, and is not able to describe civic engagement.

Appendix C: Multicultural Rubric

	Work exceeds expectations (4 PTS)	Work meets expectation (3 PTS)	Work minimally adequate (2 PT)	Work inadequate (1 PTS)
Awareness of Cultural Frameworks (Self & Others)	Student exhibits a highly developed awareness of own culture and those of others, and can articulate the value of the breadth and depth of those insight.	Student exhibits proficient awareness of own culture and those of others, and can express an understanding of a plural society.	Student exhibits rudimentary awareness of own culture and those of others.	Student fails to exhibit awareness of own culture and those of others in any meaningful way.
Communication/Perspective Taking (Cultural Code-Switching & Intersectionality)	Student can communicate in a sophisticated and complex way the process by which different categories of difference might intersect and interchange depending on time, circumstance, and situation.	Student exhibits ability to express a recognition of and appreciation for the inclusion of a multiplicity of perspectives of people who maintain different cultural perspectives than her/his own.	Student exhibits only limited appreciation for and ability to interact with people who have different cultural perspectives than her/his own	Student fails to exhibit ability to interact with or appreciate people who have different cultural perspectives than her/his own.
Attitudes (Empathy, Curiosity, & Openness)	Student’s behavior in and outside of class reflects keen curiosity, sophisticated thinking, and willingness to seek answers to questions regarding differing cultures and diverse interactions.	Student’s behavior in and outside of class reflects moderate curiosity, sophistication, and willingness to seek answers to questions regarding differing cultures and diverse interactions.	Student’s behavior in and outside of class reflects limited curiosity, rudimentary sophistication, and minimal willingness to seek answers to questions regarding differing cultures and diverse interactions.	Student’s behavior in and outside of class reflects little or no interest in seeking information regarding differing cultures and diverse interactions.