

Texas Tech University QEP Impact Report: *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 Quality Enhancement Plan (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 Texas Core Curriculum objectives that include attainment of communication skills as part of every core course. The Student Learning Outcomes (SLO) that have been developed to meet these goals demonstrate our understanding that acquiring and honing skills in 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 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.

Through a series of development opportunities, selected faculty will apply to and participate in a guided process of integrating a communication component into many of the diverse courses comprising the Multicultural Course curriculum. Others, who are teaching CI designated classes, will increase their understanding of the use of writing as a tool for both learning and communication, as well as learn more ways to integrate other forms of communication valued by their disciplines into those courses.

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 works closely with the Office of Planning and Assessment as well as 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 Communication Training Center (CTC). The CTC has been 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 these skills relate to undergraduate teaching and presentation of research/creative activity.

This QEP supports Texas Tech's 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 original 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 topics to be explored via curricular and/or co-curricular activities, shortly after the Center for Global Communication was launched, a CGC executive committee of key university stakeholders was formed to review and recommend instructional materials related to global topics.

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 and the Teaching, Learning, and Professional Development Center (TLPDC). These course units, deliverable in 50-160 min lectures contain: videos, 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 Introductory 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 a program requirement by fall 2018.

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, with the aim to enhance student readiness in global communications through programming, 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 was the basis for assessment of communication assignments. Four projects were selected during the two year 2017-2019 funding cycle: [i] *Story Maps of Humanitarian Projects around the World* links digital media with geospatial technologies for integrative learning across several colleges (e.g. A&S, CASNR & Education) with student participation by ca. 200 students/year; [ii] *A Global Context for Reflective Practice in Engineering and Technology Ethics* enables students to communicate on a global stage through the exchange of ideas across national boundaries and cultures via an engineering capstone project with 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 with students pooled from existing courses (in A&S, M&C, VPA, Libraries) to ensure engagement of 250 students/year and [iv] *Global Governance, Communication, and Connectivity* provides exposure to global governance with the

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

generation of archival work based on visiting scholars' presentations with widespread student engagement as Political Science (POLS 2306) is a required core course with an annual enrollment of *ca.* 5,000 students. In the 2019-2021 funding cycle, two projects were renewed (*Global Readiness through Language & Culture* and *A Global Context for Reflective Practice*) and two projects were added: *Creating Livable Futures* is an intercollegiate project to prepare students to communicate in an interdisciplinary and global manner about the challenges posed by climate change with participation by *ca.* 500 students per year; and *Lessons in Global Resources* is a project to develop and field test instructional units for undergraduate pre-service teachers via required science methods courses for elementary and middle school science teachers with enrollment of *ca.* 130 students per year.

Change 3: Programming Domestic and Study-Abroad Cultural Communication

To enhance interactions for students on the Lubbock and new TTU Costa Rica campuses, the CGC developed and piloted a *Global Techsan* program in which students were paired by discipline to exchange culturally diverse experiences based on provided prompts. The program introduced international students to the customs and cultures of American life through the lens of main-campus Texas Tech peers and, at the same time, introduced Honors students to the customs and cultures of Costa Rica.

For Texas Tech students studying abroad, a pre-travel assessment survey has been designed and piloted for the Seville Center in Spain. The survey couple's curricular intervention with formative assessment in a pre-travel survey. 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 Instructional Environment

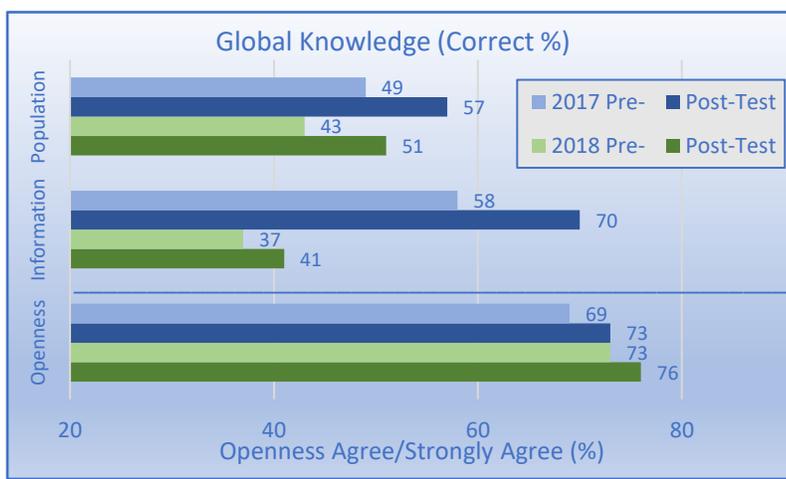
In the current knowledge-based economy, students confront an ever-expanding array of information that they must learn to navigate effectively. Information literacy requires students to locate, critically examine, evaluate, interpret, synthesize, prioritize, and apply information. Successful students 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 ongoing TTU undergraduate requirements: [1] one or more Global Challenge modules; [2] a sequence of Communication Literacy courses; and [3] a three-hour Multicultural course. In addition to assigned curricular activities that all undergraduates participate in, there are complimentary programs to enhance Global Communication at Texas Tech: [4] college-level student projects in Global Competency [5] Classroom Communication Training Interventions for instructors of undergraduate education and [6] study-abroad curricular training and formative assessment. 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 their global temperament (indirect assessment). Assessment results from a first-year pilot provide evidence that students successfully assimilate information presented in the modules (Fig. 1). In 2019, challenge modules were introduced to the Colleges of Arts & Sciences, Business, Human Sciences, and Agricultural Sciences and Natural Resources covering topics of Governance, Economies, Resources, and Technology. With over 3,000 students participating, the average score went up almost ten points from 50% to 58% comparing the pre- and post-test. Global temperament did not change before and after being exposed to the module.

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 ≥ 1,500 students). First two bars in each grouping (blue) are data collected in 2017, while the second two bars for each set (green) are 2018 data.



2. Communication Competency via Programmatic Communication Literacy

To be effective leaders, workers, and citizens—in the arts, government, health care, industry, or education—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 and, as of fall 2020, all programs have a CL plan in place. These plans include a narrative about communication literacy in the discipline, a list of the courses which fulfill the CL requirement for the major, student learning outcomes related to CL, identification of projects or assignments that provide 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.

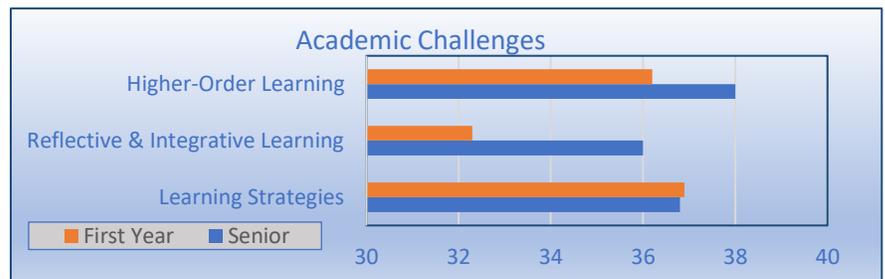
During the spring 2018 semester, an assessment rubric for programs’ CL plans was distributed to all department chairs and undergraduate degree program coordinators. CL assessments were first reported in fall 2019 by the following units: Interior Design, Wind Energy, Apparel Design & Manufacturing, University Studies, Petroleum Engineering, Advertising, Human Development & Family Studies, Community, Family & Addiction Sciences, Economics, International Economics, English, Personal Financial Planning, Anthropology, Mathematics & Statistics, and Music. Faculty perceptions of CL courses serve as an assessment medium for campus-wide appraisal of the Communication Literacy initiative (see Table 1).

Table 1: Communication Literacy Perceptions (faculty participation = 22)

Students’ Skills	Lacking/Limited (%)	Adequate (%)	Excellent (%)
Communication Clarity	0	64	36
Communication Fluency	0	64	36
Audience Awareness	0	64	36

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 to a separate group of first-year and senior students. 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 (**Fig. 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 says it wants from its students and the level of performance for which students are accountable. To close the loop between assessment data and student learning, faculty development geared to promote communication literacy programming and diverse global perspectives are sponsored by the CGC. Examples include the *Sowell Conference* that convenes annually to highlight distinguished writers who focus on environmental challenges

Figure 2. NSSE student engagement data showed that academic challenges range from sometimes too often. To quantify academic challenges, responses were averaged based on a 60-point scale (*i.e.*, never = 0; sometimes = 20; often = 40; very often = 60).

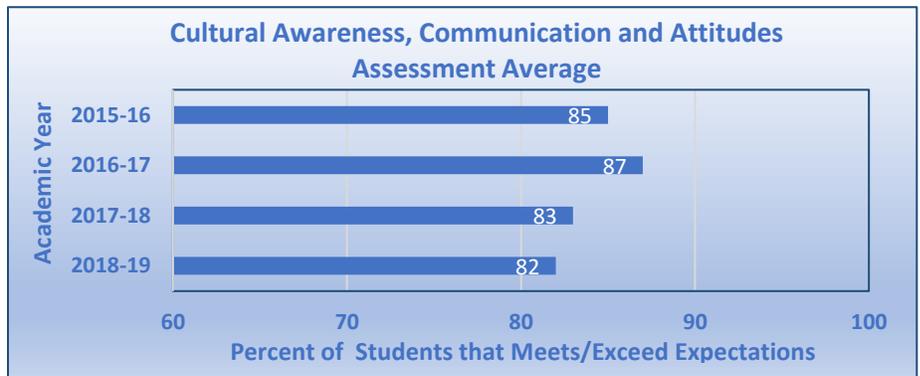


such as limited natural resources exacerbated by a growing human population; and a *Global Careers* panel to re-enforce the central role of language and intercultural competency in tackling global challenges related to information and governance.

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 behavioral 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 (e.g. interpersonal, local, regional, national, and international) and explain how these relationships affect the socioeconomic and cultural status of individuals and groups.

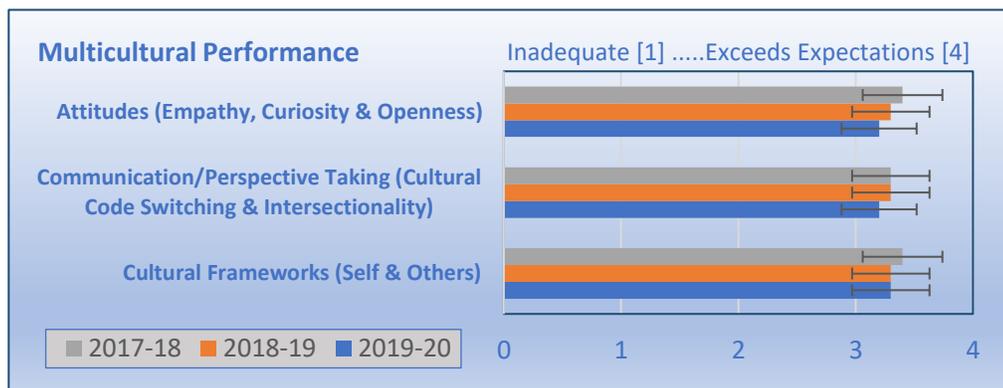
Figure 3. Aggregate student assessment in core multicultural program (ca. 70 courses/academic year) based on a university-wide rubric including: cultural awareness, communication, and attitudes. All students are assessed by their instructor (ca. 1,600 students/academic year).



Students complete a series of assignments with the instructor selecting one activity for assessment based on a rubric developed by an internal multicultural committee. Assessment results over four academic years provide evidence that most students participating in the program meet or exceed expectations for combined cultural awareness, communication, and attitudes (**Fig. 3**). To implement a more refined assessment of student learning outcomes, the CGC worked in collaboration with OPA to develop a Qualtrics survey for faculty so that assessment data collected after 2017 could be disaggregated for each SLO to identify and address specific strengths and deficiencies (**Fig. 4**).

To respond to instructors’ requests to invite experts who have personally engaged with diversity struggles, author and immigrant rights advocate Julissa Arce was brought in for a faculty training workshop as well as a 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, providing a summary of the workshop content, was sent out to all multicultural instructors.

Figure 4. Multicultural Core student performance separately scored based on three performance areas (n ≥ 1,600 students/year).



Collaborating with diverse peers in engaging with 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 (Fig. 5). Seniors report they work with other students more often as compared to students 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.

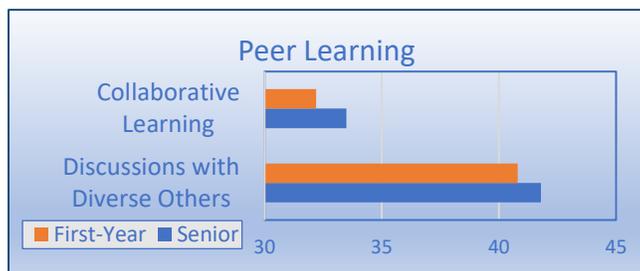


Figure 5. NSSE student engagement showed that peer learning is sometimes too often provided for interaction and learning from students with different backgrounds/life experiences; engagement was also reported in activities linked to active/collaborative learning. To quantify peer learning, responses were averaged based on a 60-point scale (e.g., never = 0; sometimes = 20; often = 40; very often = 60).

4. Global Competency Coupled with Communication Effectiveness via Communication Assignments

To improve student awareness of well-recognized challenges from around the world, faculty have developed curricular-based programming via workshops, presentations, exhibitions, and web portals for thoughtful/reflective communication, including oral, written, visual, and a performing medium to grapple with global challenges of the 21st century. The competitive selection process included a proviso that curricular activities be tethered to specific courses to ensure student participation. Projects were awarded funding in the 2017-2019 academic cycle with the possibility for a two-year renewal. To highlight the program’s effectiveness in expanding world views and opening lines of communication for a large and diverse swath of the undergraduate population, select curricular/co-curricular programming is outlined and select assessment data presented.

The *Identity and Resistance in Global Contexts* program established in 2017 (and running in a revised form through 2021) trains undergraduates to communicate effectively in today’s global society. Eight faculty in six colleges implement performances, workshops, symposia, and exhibitions with presentations by Texas Tech students as well as external performers. All work is collected as part of a digital archive that analyzes human conflicts and the use of international languages in communicating from multiple angles. Undergraduates are

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 over 250 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 (Fig. 6).

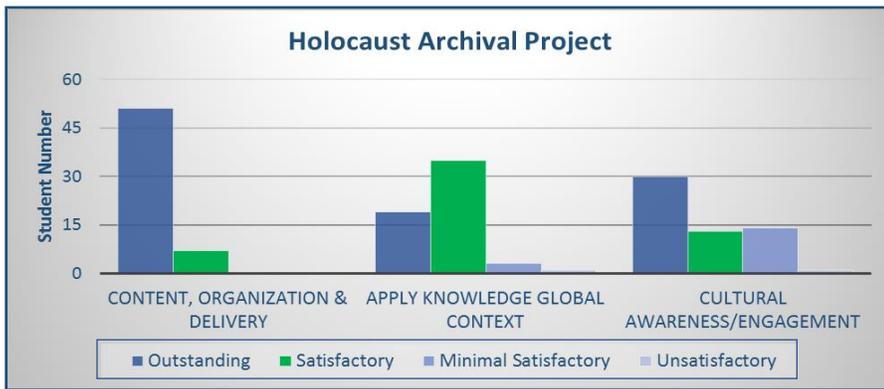


Figure 6. German studies project (GERM 2312; fall, 2017) with assessment of student learning outcomes based on CGC Global Communication Rubric. Instructor of record evaluates objects generated by student groups in combination with written descriptions submitted individually ($n = 58$ and 98 students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

The *Story Maps of Humanitarian Projects around the World* program, organized and conducted mapathons² that employ an online open-source repository utilizing map data for humanitarian programs sponsored by organizations 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 (Fig. 7).

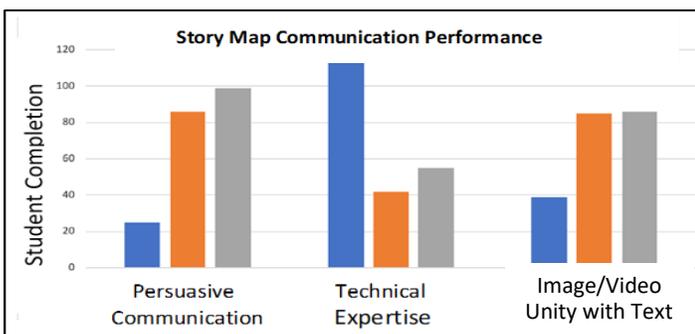


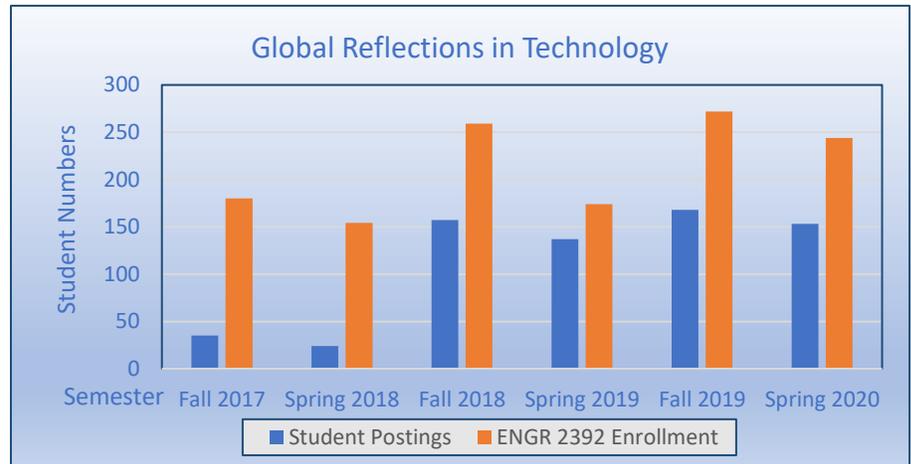
Figure 7. Story maps were evaluated based on the ability of a student to convey the global importance of the project utilizing effective communication, technical expertise in mapping software, and coherence of images within the text; novice, intermediate and advanced competence in each area corresponds 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 program seeks to improve undergraduate

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.

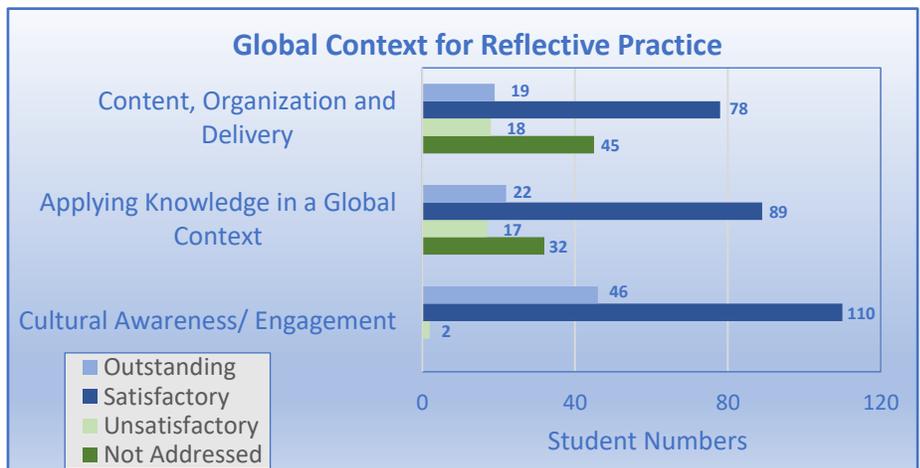
education in global communication, to involve significant numbers of students, to exploit current technology in creative ways and to raise the visibility of supporting institutions in promoting ethical sensibilities for students. The course Engineering Ethics & Impact on Society (ENGR 2392) and the website <http://ReflectiveChoices.ttu.edu> are the primary channels through which the project is implemented. The design 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 during the second year (Fig. 8) as well as subsequent semesters. The intent is to internationalize the course curriculum and provide an interface for Texas Tech students to learn about and benefit from cultural differences associated with ethical thinking. The project currently partners with Lesya Ukrainka National University in Lutsk, Ukraine, Institute of Technology Manipal, India, and the Indian Institute of Technology in Kharagpur, India.

Figure 8. A growing student engagement in the ethics of developing and implementing technology through web-posting on a global stage comprising of engineering students from Texas Tech University networking with peers from Eastern Europe and Southeast Asia.



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 indicated that most students performed at or above a satisfactory level regarding the three rubric categories: communication; global knowledge; and intercultural awareness/engagement (Fig. 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 9. Engineering Ethics & Impact on Society (ENGR 2392; fall, 2019) 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).



Global Governance, Communication and Connectivity, increases a student’s understanding and ability to be conversant in issues of global governance through the generation of archival work. Students first review concepts of international relations and negotiations followed by a more focused discussion on current cotton disputes discussed in World Trade Organization and international courts. Based on this informational framework, students post discussion points comparing their interpretation with political leaders that direct global governance. This engages students in the process of global governance in a world of international anarchy as well as providing some of the same tools to overcoming potential disorder. Students’ written work is assessed based on an ability to connect presented content with real-life issues of sovereignty, anarchy, and global governance in a rapidly evolving world. The greatest challenge in student delivery centers on content and organization (**Fig. 10**). Over 1,650 students produce global governance archival work per semester.

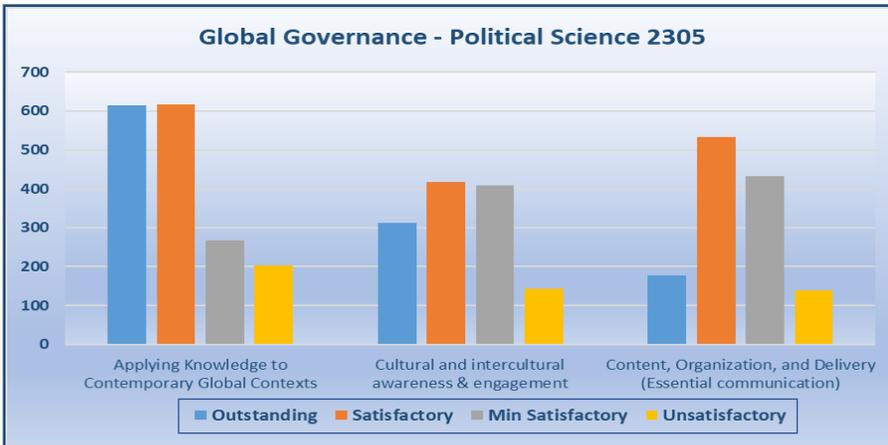


Figure 10. Global Governance (POL 2305; fall, 2017) student web-posting assessed based on the CGC global communication rubric (participant number *ca.* 1,700 students/semester).

5. Study-Abroad Orientation Assessment and *Global Techsan* Cultural Exchange

Study abroad, as a high-impact educational practice, necessitates knowledge and understanding of the destination culture as well as the mindset and logistic understanding of living abroad. While pre-travel orientations assist in program preparations, with little reflection or feedback, the efficacy of such training is often unknown and the path for improvement unclear. The CGC, in consultation with Study Abroad and other stakeholders, designed and scored an assessment survey that couples curricular intervention with formative assessment. Over 200 students preparing for study abroad in 2019, completed knowledge-based and cultural competency/reflection-based queries. Implementing a pre-departure assessment, as an instructional tool, stimulated reflection and identified discipline and gender specific SLOs to assist in designing future orientations for an improved study abroad experience. A writeup of the study, *Evaluating Pre-travel Study-Abroad Instruction via Curricular Intervention/Customized Assessment*, is currently under peer-review, for publication. Post study-abroad assessment has been delayed due to Covid-19 cancellation of the study abroad program in spring, 2020.

The *Global Techsan* program (2019-2020), pairs main-campus Honors students with international students enrolled at the TTU Costa Rican campus to exchange culturally diverse experiences, in an informal social setting. The program is currently being reevaluated due to student saturation in connecting via a virtual modality.

6. 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 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 undergraduate core-curriculum courses. CTC classroom communication-training interventions target perceptions of oral/visual communicative behavior. Customized instructor workshops service multiple departments. High workshop engagement and effective instructional training is demonstrated (Table 2).

Section IV – Texas Tech University Reflections: Lessons Learned

The Center for Global Communication (CGC) has partnered with myriad campus units (e.g. Provost, Teaching, Learning, & Professional Development, Institutional Research, Planning & Assessment, Diversity, International Affairs and Student Affairs) to raise awareness and build collaborations of the QEP directives through outreach and inclusiveness. The CGC, in collaboration with the CTC and other TTU units, has designed and implemented programming to augment student understanding of global challenges and enrich communication skills as measured by internal and external assessment tools. Select university challenges surmounted with implementation of the QEP are listed.

- Streamline learning assessment data collection via standardized student-learning-outcome rubrics and use of electronic assessment platforms such as Qualtrics surveys.
- Improve coordination among university centers including Planning & Assessment, Provost Office, International Affairs, 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 target improved teaching effectiveness.

Program sustainability

The QEP will be continued by partnering the CGC with the Office of International Affairs, for greater combined university-wide visibility combined with viable administrative finances. The expected short-term focus of the Center will be: [i] update/improvement of Global Challenge learning modules and develop of new challenge modules addressing targeted aspects of the 21st Century U.N. Sustainable Development Goals and [ii] to identify and support the development of an internationalized curriculum. The Communication Training Center will continue with an emphasis on faculty/graduate training for effective and engaging pedagogy as well as effective delivery of scholarly research.

Table 2: Instructional engagement/ effectiveness survey for CTC workshops in 2017-2019; 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