

# Attachment 12

## Flag Program

### 2018-2019 and 2017-2018 Academic Year 1-page Dashboards Followed by the Detailed Assessment Plan

**VISION** All undergraduates will leave UT as versatile, informed, critical thinkers, prepared to be engaged citizens of the world

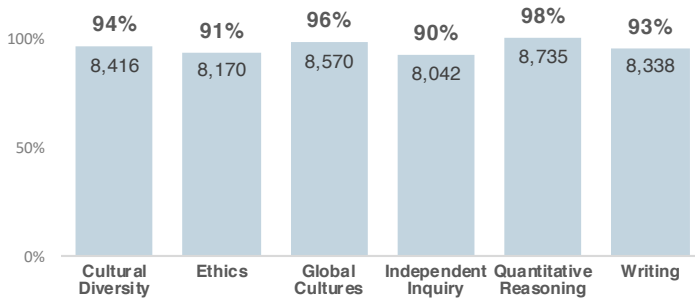
**MISSION** The Center for the Skills & Experience Flags (CSEF) fosters excellence in flagged courses across disciplines and supports instructors as they teach students to think critically, write cogently, engage in inquiry and discovery, examine ethical questions, and learn about cultures.

## UGS Program Review Fall 2019



## STUDENT POPULATION

### Fall 2018 and Spring 2019 Graduates Meeting Flag Requirements



Flag	18-19 Seats Taken (Fall-Spring only)	Seats Taken over 10 Years (Fall 2009-Spring 2019)
Cultural Diversity	24,054	185,958
Ethics	27,573	165,533
Global Cultures	26,579	199,894
Indep. Inquiry	20,083	112,108
Quant. Reasoning	50,083	430,959
Writing	31,781	275,517
Total	180,153	1,369,969 (duplicates)

**1,200,804** seats taken in courses with one or more Flags over 10 years (no duplicates)

## SERVICES OFFERED

Flag	Newly Approved Courses	Faculty on Committees	Syllabi Reviewed	Student Petitions Reviewed
Cultural Diversity	65	10	88	244
Ethics	35	13	33	101
Global Cultures	94	10	92	318
Indep. Inquiry	64	13	78	57
Quant. Reasoning	21	10	47	251
Writing	133	13	100	351
Total	412	59	438	1,322

## Notable Events

Received **330 writing competition entries** from students in Writing Flag classes, **+46%** from 2017 to 2018.

Met with leadership from **18 departments** to discuss results from a review of syllabi from flagged courses in the department.

Awarded **\$14,000** in course development grants to **9 faculty** for **14 new flags** on new and existing courses.

## OUTCOMES

### Results from the Fall 2018 and Spring 2019 Independent Inquiry Flag Student Surveys (n=1,097) found...

**95%** of students indicated that their Independent Inquiry experience was **well-integrated into their course**.

**95%** of students indicated that their Independent Inquiry was **valuable**.

**94%** of students indicated that because of their Independent Inquiry course, they have **improved their ability to engage in independent research and inquiry in their field**.

### The most valuable part of my Independent Inquiry Flag experience was...

*"Creating a design from scratch to solve a specific problem."*

*"Learning to teach myself material by asking myself questions."*

*"Thinking for myself."*

*"Learning from my mistakes."*

*"Gathering original data and producing a thesis I can be proud of."*

*"This is easily one of the most valuable courses I've taken at UT. [My professor] had a huge emphasis on developing research methods that could work for us long-term, beyond just the semester— for life. I really appreciated someone encouraging me to do that."*

### Results from the Fall 2018 and Spring 2019 Ethics Flag Student Surveys (n=2,050) found...

**93%** of students indicated they had opportunities to **identify ethical issues in complicated situations** and to **reason through those situations**.

**84%** of students said they **reflected on how ethics relates to their everyday life and future career path**.

**83%** of students indicated the course **challenged them to think critically about ethical issues**.

**81%** of students felt that the ethics component **enhanced their learning experience**.

*"I loved learning about ethics and I really felt like I benefited as a person and grew in my understanding of humanity. Could not be more grateful for this class"*

*"I feel that everyone should take this class because it significantly increases your awareness and understanding of ethical issues and you learn to be more understanding of why people think/believe a certain way."*

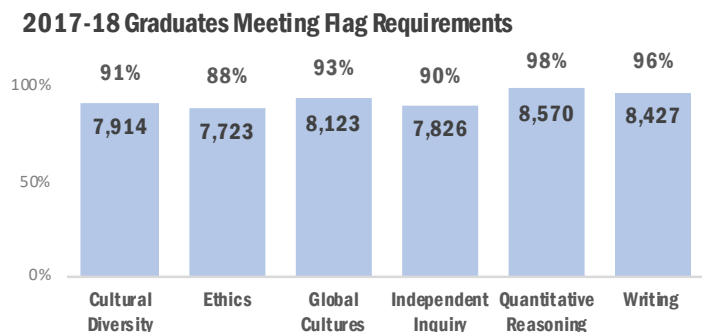
### Quotes from the Writing Flag Faculty Retreat Survey included...

*"Extremely useful. What I learned in this workshop is generally applicable not only to writing courses but teaching."*

*"I thought the information presented was incredibly useful—in particular, how to structure grading rubrics and use them effectively."*

*"I learned HOW to do the things that I've already tried—to apply strategies in a more effective way."*

## STUDENT POPULATION



Flag	17-18 Seats Taken	% Change from 16-17
Cultural Diversity	25,286	+7.2%
Ethics	23,106	+13.5%
Global Cultures	27,500	+0.2%
Indep. Inquiry	17,602	+20.8%
Quant. Reasoning	51,400	+3.5%
Writing	33,094	+4.0%

**40.5%** of all undergraduate seats taken carry one or more Flags

## SERVICES OFFERED

Flag	Newly Approved Courses	Faculty Consultations	Workshops/Events
Cultural Diversity	71	16	4
Ethics	53	21	4
Global Cultures	92	26	4
Indep. Inquiry	61	57	1
Quant. Reasoning	16	27	4
Writing	220	13	5
<b>Total</b>	<b>513</b>	<b>160</b>	<b>22</b>

## Notable Events

Hosted **23** faculty from **7** colleges/schools in a **2-day Faculty Writing Retreat**.

Received more than **200 writing competition entries** from students in Writing Flag classes.

**Developed grants to add Ethics Flags to 4 courses** in Natural Sciences from the Biology and Statistics and Data Science departments; these courses will collectively provide Ethics Flags to about 9,500 students/year.

**Supported independent research opportunities for 78 students** with Independent Inquiry Flag course grants to faculty across 5 departments.

## OUTCOMES

### Writing Flag

**73%** of students surveyed said they felt their **writing had improved as a result of their WR Flag class**.

*"Writing drafts and getting feedback really helped me understand the writing process better, and I became better at understanding science as I took the revisions into consideration."*

### Cultural Diversity Flag

**98%** of respondents indicated that they had the opportunity to **learn about the culture, perspectives, and history of at least one marginalized cultural group in the US**.

**84%** indicated that they had **examined assumptions they might have about other cultures**.

*"This was a PHENOMENAL class experience that challenged me to think critically about all relationships and experiences that exist in our society. Oppression became much more obvious and my ability to see privilege and challenge it has greatly improved."*

### Quantitative Reasoning Flag

**81%** of students in a QR Flag course for non-STEM students said **videos produced with a CSEF course improvement grant were helpful for their learning in the class**.

*"I have always had problems with estimations, and I was kind of scared of it, but when [the professor] posted the video explaining estimation using the national debt example, it was very helpful for me and I understood it perfectly."*

### Global Cultures Flag

**98%** of respondents indicated that they had the opportunity to **learn about the culture, perspectives, and history of at least one non-US cultural group**.

**84%** indicated that they had **critically reflected about how their cultural experiences informed their point of view**.

*"In my essay assignments, there is a very obvious shift in me writing from pre-conceived ideas of cultures and religions to more objective views. I feel more sensitive to others' beliefs."*



**Mission:** The Center for the Skills and Experience Flags fosters excellence in flagged courses across disciplines and supports instructors as they teach students to think critically, write cogently, engage in inquiry and discovery, examine ethical questions, and learn about other cultures.

Your Planned Work			Your Intended Results		
Desired Goals The following goals define your mission	Activities/Services If you want to accomplish your desired goals, then you will conduct or provide the following activities	Evidence of Activities/Services If you accomplish your planned activities, then you will hopefully deliver the amount of service that you intended (e.g., products, reports, number of services/events)	Expected Outcomes If you accomplish your planned activities to the extent you intended, then your participants will benefit in certain ways (e.g., changes in knowledge, skills, attitudes, behaviors)	Expected Long-Term Impacts If benefits are achieved, then certain changes in groups or communities are expected to occur	
<p><b>1. Independent Inquiry:</b> Equip students with the skills to engage independently in the process of inquiry in their discipline or field</p> <p><b>2. Quantitative Reasoning:</b> Foster the development of quantitative skills in undergraduates, and the ability for students to apply these skills in their adult and professional lives</p> <p><b>3. Ethical Leadership:</b> Equip students with the skills necessary for making ethical decisions in their adult and professional lives</p> <p><b>4. Cultural Diversity:</b> Challenge students to explore the beliefs and practices of underrepresented groups in the US that have experienced persistent marginalization</p> <p><b>5. Global Cultures:</b> Challenge students to explore in depth the beliefs and practices of non-US cultural communities</p> <p><b>6. Writing:</b> Foster undergraduate writing skills development in Writing Flag classes across the disciplines</p>	<p><b>Program outreach:</b> Publicize flag criteria and build awareness of importance and impacts of flags among faculty and students</p>	<ul style="list-style-type: none"> <li># and type of outreach initiatives</li> <li># and type of flag courses reviewed approved</li> </ul>	<p>Flagged courses will meet or exceed all flag requirements</p>	<p>TBD</p>	
	<p><b>Monitor flagged courses:</b> Ensure that flagged courses meet or exceed flag criteria</p>				
		<p><b>Provide faculty support:</b> Work with faculty proposing and teaching flagged courses to incorporate flag criteria</p>	<ul style="list-style-type: none"> <li># and type of instructional support services provided and faculty served</li> <li>Documentation of feedback/decisions made from faculty committee meetings</li> <li># of and type of TA trainings and trainees</li> </ul>	<p>Faculty and teaching assistants will gain/implement effective pedagogical strategies for incorporating flag-related learning objectives in courses</p> <p>Students will develop knowledge/application/value of flag-related learning objectives</p>	<p>TBD</p>
		<p><b>Facilitate faculty committee meetings:</b> Work with faculty committees to define/update flag objectives and assessment processes</p>			
		<p><b>Facilitate teaching assistant training:</b> Offer TA training sessions for large flag courses</p>	<ul style="list-style-type: none"> <li>Documentation regarding enrollment trends and degree plan/course capacity needs</li> <li># and type of course conversions</li> </ul>	<p>Students will earn required flags in a timely manner</p>	<p>TBD</p>
		<p><b>Sustain/expand campus partnerships:</b> Collaborate with campus departments and funded projects to build capacity</p>			
	<p><b>Monitor enrollment and degree plan/course capacity needs:</b> Build and maintain sufficient course capacity within each academic college/school</p>				
	<p><b>Identify course conversion opportunities:</b> Identify classes where substantial flag-related work exists and facilitate conversion process</p>				

Your Planned Work			Your Intended Results	
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<p><b>1. Independent Inquiry:</b> Equip students with the skills to engage independently in the process of inquiry in their discipline or field</p>	<p><b>Program outreach:</b> Publicize II criteria</p> <p><b>Monitor II-flagged courses:</b> Ensure II-flagged courses meet or exceed the flag criteria</p> <p><b>Provide faculty support:</b> Work with faculty proposing and teaching II-flagged courses to incorporate flag criteria. The following will be offered to support II instructors:</p> <ul style="list-style-type: none"> <li>• Faculty Workshops</li> <li>• One-on-One Consultations</li> <li>• Program-planning Assistance</li> <li>• Web/Canvas Resources</li> <li>• Assessment support</li> </ul> <p><b>Monitor enrollment trends and degree plan/course capacity needs:</b> Identify number of II flags completed and petitioned, in addition to academic areas where capacity is needed</p> <p><b>Sustain/expand campus partnerships:</b> Collaborate with departments to build capacity</p>	<p>Number and type of program outreach initiatives</p> <p>Number and type of flag courses reviewed and approved</p> <p>Number and type of faculty support provided and faculty served</p> <ul style="list-style-type: none"> <li>• <b>≥10</b> faculty consultations per year to facilitate class design and implementation, in <b>≥3</b> of the colleges and schools offering II flags</li> <li>• <b>≥30</b> faculty attend II workshops/events per year</li> <li>• Track Canvas usage</li> </ul> <p>Documentation regarding enrollment trends and course capacity needs:</p> <ul style="list-style-type: none"> <li>• Collect/analyze Cognos student enrollment data</li> <li>• Track program enrollment data and projections</li> <li>• Track number of flags completed at graduation</li> <li>• Track flag petition numbers and identify any degree plans capacity issues</li> </ul>	<p><b>1.1 Independent Inquiry (II)-flagged courses will meet or exceed flag requirements</b> <i>Syllabi and proposal review (scoring rubric), 16-17, 17-18, 18-19</i></p> <p>1. <b>≥90%</b> of syllabi reviewed will meet/exceed (responses a or b) the flag criteria based on rubric items 2, 3, 4, and 6</p> <p><b>1.2 Faculty will gain/implement effective pedagogical strategies for engaging students in the inquiry process in their discipline</b> <i>End-of-workshop faculty survey, 16-17, 17-18, 18-19</i></p> <p>1. Faculty workshop attendees will indicate specific teaching methods learned in the workshops or events that they plan to implement in their classes</p> <p><b>1.3 Students will develop knowledge/application/value of flag-related learning objectives</b> <i>End-of-course II student survey, 16-17</i></p> <p>1. <b>≥90%</b> of respondents will indicate awareness of the Flag component in their course</p> <p>2. <b>≥70%</b> of respondents will indicate that their flagged course was at least somewhat valuable</p> <p><i>Faculty survey</i></p> <p>3. <b>≥70%</b> of faculty will indicate that at least 50% of their students satisfactorily performed all relevant inquiry tasks by the end of their course</p> <p><b>1.4 All students earn at ≥1 II flag in a timely manner</b> <i>16-17, 17-18, 18-19</i></p> <p>1. Criteria will depend on enrollment needs in individual academic units</p>	<p>Positive attitude among faculty and students towards the II Flag and its goals</p> <p>Campus-wide awareness of the II Flag as a valuable component of undergraduate education at UT</p> <p>Good II Flag course options for all degree plans that add clear value to degree and do not add time to graduation</p>

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<p><b>2. Quantitative Reasoning:</b> Foster the development of quantitative skills in undergraduates, and the ability for students to apply these skills in their adult and professional lives</p>	<p><b>Program outreach:</b> Publicize QR criteria</p> <p><b>Monitor QR-flagged courses:</b> Ensure QR-flagged courses meet or exceed the flag criteria</p> <p><b>Provide faculty support:</b> Work with faculty proposing and teaching QR-flagged courses to incorporate flag criteria. The following will be offered to support QR instructors:</p> <ul style="list-style-type: none"> <li>• Faculty Workshops</li> <li>• One-on-One Consultations</li> <li>• Program Planning Assistance</li> <li>• Web/Canvas Resources</li> <li>• Assessment Support</li> </ul> <p><b>Facilitate/participate in faculty committee meetings:</b> Define the QR flag at UT, working with the QR faculty committee; Collaborate with UGS staff and faculty committee assessing Math core curriculum to develop core rubric that also measures student success in demonstrating the QR Flag criterion</p> <p><b>Monitor enrollment trends and degree plan/course capacity needs:</b> Identify degree plans in need of QR options and maintain capacity</p>	<p>Number and type of program outreach initiatives</p> <p>Number and type of flag courses reviewed and approved</p> <p>Number and type of faculty support provided and faculty served</p> <ul style="list-style-type: none"> <li>• <b>≥10</b> faculty consultations per year to facilitate class design and implementation, in <b>≥3</b> of the colleges and schools offering QR flags</li> <li>• <b>&gt;30</b> faculty attend QR workshops/events per year</li> <li>• Track Canvas usage</li> </ul> <p>Documentation of feedback/decisions made from faculty committee meetings</p> <p>Documentation regarding enrollment trends and course capacity needs:</p> <ul style="list-style-type: none"> <li>• Collect/analyze Cognos student enrollment data</li> <li>• Track program enrollment data and projections</li> <li>• Track number of flags completed at graduation</li> <li>• Track flag petition numbers and identify any degree plans capacity issues</li> <li>• Track flag petition numbers and identify any degree plans capacity issues</li> </ul>	<p><b>2.1 Quantitative Reasoning (QR)-flagged courses meet or exceed flag requirements</b> <i>Syllabi and proposal review (scoring rubric), 2016</i></p> <ol style="list-style-type: none"> <li>1. <b>≥90%</b> of proposals in sample will demonstrate that 2 of the 3 criteria are present in the course to high degree <i>16-17, 17-18, 18-19</i></li> <li>2. <b>≥90%</b> of syllabi reviewed will show that course involves QR skills, meets the grade requirement of the criterion, and makes students aware of the Flag via a syllabus statement</li> <li>3. <b>≥60%</b> of syllabi (plus proposal, if necessary) reviewed will meet <b>≥2/3</b> of rubric items, demonstrating that course meets committee’s expected balance of rigor and contextualization</li> </ol> <p><b>2.2 Faculty will gain/implement effective pedagogical strategies for teaching students to reason quantitatively</b> <i>End-of-workshop faculty survey, 16-17, 17-18, 18-19</i></p> <ol style="list-style-type: none"> <li>1. Faculty workshop attendees will indicate specific teaching methods learned in the workshops or events that they plan to implement in their classes</li> </ol> <p><b>2.3 Students will develop knowledge/application/value of flag-related learning objectives</b> <i>M302 student survey, 2016</i></p> <ol style="list-style-type: none"> <li>1. <b>≥70%</b> of participating students will indicate that they are aware of the QR flag component of the course, and that they have improved their confidence using quantitative skills</li> </ol> <p><i>End-of-course QR student survey, 18-19</i></p> <ol style="list-style-type: none"> <li>2. <b>≥70%</b> of respondents will indicate awareness of the Flag component and fulfillment of the criterion in their course</li> <li>3. Criteria for other QR-related issues will be reported</li> <li>4. TBD (QR Flag Criterion Rubric)</li> </ol> <p><i>Math core curriculum direct assessment, 16-17</i> <i>Science &amp; Technology core curriculum direct assessment, 17-18</i></p> <ol style="list-style-type: none"> <li>1. <b>≥70%</b> of student work will achieve a “meets expectations” rating on the respective core rubric</li> </ol> <p><b>2.4 Students will earn at <b>≥1</b> QR flag in a timely manner</b> <i>16-17, 17-18, 18-19</i></p> <ol style="list-style-type: none"> <li>2. Criteria depend on enrollment and needs in individual academic units</li> </ol>	<p>Faculty awareness of QR Flag on their courses</p> <p>Faculty and student understanding of the QR Flag and its value as a required component of undergraduate education at UT</p> <p>Strong culture of teaching QR skills at UT</p>

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<p><b>3. Ethics and Leadership:</b> Equip students with the skills necessary for making ethical decisions in their adult and professional lives</p>	<p><b>Program outreach:</b> Publicize EL criteria and work with faculty proposing EL flags to incorporate them and build awareness of importance of EL flag among faculty and students</p> <p><b>Monitor EL-flagged courses:</b> Ensure EL-flagged courses meet or exceed the flag criteria</p> <p><b>Provide faculty support:</b> Work with faculty proposing and teaching EL-flagged courses to incorporate flag criteria. The following will be offered to support EL instructors:</p> <ul style="list-style-type: none"> <li>• Faculty Workshops</li> <li>• One-on-One Consultations</li> <li>• Program-planning Assistance</li> <li>• Web/Canvas Resources</li> <li>• Assessment support</li> </ul> <p><b>Facilitate teaching assistant (TA) training:</b> Offer TA training sessions for large EL courses</p> <p><b>Monitor enrollment trends and degree plan/course capacity needs:</b> Identify number of EL flags completed and petitioned, in addition to academic areas where capacity is needed; maintain seats in colleges</p> <p><b>Sustain/expand campus partnerships:</b> Collaborate with departments to build capacity</p>	<p>Number and type of program outreach initiatives</p> <p>Number and type of flag courses reviewed and approved</p> <p>Number and type of faculty support provided and faculty served</p> <ul style="list-style-type: none"> <li>• Number of faculty consultations needed and provided for EL flag proposals</li> <li>• ≥1 faculty workshop per year, serving ≥30 instructors</li> <li>• Number of faculty served</li> <li>• Track Canvas usage</li> </ul> <p>Number and type of TA training sessions and attendees</p> <p>Documentation regarding enrollment trends and course capacity needs:</p> <ul style="list-style-type: none"> <li>• Collect/analyze Cognos student enrollment data</li> <li>• Track program enrollment data and projections</li> <li>• Track number of flags completed at graduation</li> <li>• Track flag petition numbers and identify any degree plans capacity issues</li> </ul>	<p><b>3.1 Ethics and Leadership (EL)-flagged courses will meet or exceed flag requirements</b> <i>Syllabi and proposal review (scoring rubric), 16-17, 17-18, 18-19</i></p> <ol style="list-style-type: none"> <li>1. ≥80% of syllabi reviewed will show evidence (responses a or b to rubric items 1, 2, 3, and 4) that the course meets expectations of the flag, indicating that the course involves ethical reasoning skills in the context of real-life situations</li> <li>2. ≥80% of syllabi reviewed will meet expectations for course grade requirements (responses a or b to rubric item 5) and will include a statement about the EL Flag (responses a or b to rubric item 6)</li> </ol> <p><b>3.2 Faculty will gain/implement effective pedagogical strategies for incorporating flag learning objectives in courses</b> <i>Track successful proposals as result of consultations, 16-17; 17-18</i></p> <ol style="list-style-type: none"> <li>1. <b>5/year:</b> Count of successful proposals as a result of meetings <i>End-of-workshop faculty survey, 16-17, 17-18, 18-19</i></li> <li>1. ≥70% faculty surveyed find workshop moderately or extremely useful (item 6 on survey) and leave with material that is immediately useful (responses definitely or probably in item 1 on survey)</li> </ol> <p><b>3.3 Students will develop knowledge/application/value of flag-related learning objectives, specifically related to identifying and reasoning through ethically complex situations</b> <i>End-of-course student survey, 16-17, 18-19</i></p> <ol style="list-style-type: none"> <li>1. ≥70% of students surveyed indicate that they have had opportunities to identify and reason through ethically complex situations (items 3 and 5 on survey)</li> <li>2. ≥70% of students surveyed will indicate that they believe their ethical reasoning skills have improved as a result of their EL course (items 4 and 6 on survey)</li> <li>3. ≥70% students surveyed will indicate that the skills in EL courses are useful in future career path and in everyday life (items 7 and 8 on survey)</li> <li>4. ≥90% of students surveyed will indicate that they knew the course carried the EL flag (item 1 on survey)</li> <li>5. ≥70% of students indicate that the class challenged their ideas about ethical issues and enhanced their learning experience (items 9 and 10 on survey)</li> </ol>	TBD

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			<p><i>Student Artifacts Assessment using Hastings ethics rubric, 16-17 Spring</i></p> <p>1. <b>≥70%</b> of students meet or exceed expectations of Hastings rubric</p> <p><b>3.4 Students will earn required flags in a timely manner</b>  <i>Collect and analyze Cognos data on enrollment in EL courses, 16-17, 17-18, 18-19, fall/spring</i></p> <p>1. Documentation regarding enrollment trends and course capacity needs:</p> <ul style="list-style-type: none"> <li>• Collect/analyze Cognos student enrollment data</li> <li>• Track program enrollment data and projections</li> <li>• Track number of flags completed at graduation</li> <li>• Track flag petition numbers and identify any degree plans capacity issues</li> </ul>	



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<p><b>4. Cultural Diversity:</b> Challenge students to explore the beliefs and practices of underrepresented groups in the US that have experienced persistent marginalization</p>	<p><b>Program outreach:</b> Publicize CD criteria and build awareness of importance of CD flag among faculty and students</p> <p><b>Monitor flagged courses:</b> Ensure CD-flagged courses meet or exceed the flag criteria and ensure that students learn about at least one underrepresented cultural group in the US in core courses</p> <p><b>Facilitate/participate in faculty committee meetings:</b> Work with faculty committee to update CD learning objectives and draft direct assessment rubric, create CD student survey that focuses on learning objectives. Collaborate with UGS staff and faculty committee assessing core curriculum to develop core rubric that also measures student success in demonstrating the CD Flag criterion</p> <p><b>Provide faculty support:</b> Work with faculty proposing and teaching CD-flagged courses to incorporate flag criteria. The following will be offered to support CD instructors:</p> <ul style="list-style-type: none"> <li>• Faculty Workshops</li> <li>• One-on-One Consultations</li> <li>• Program-planning Assistance</li> <li>• Web/Canvas Resources</li> <li>• Assessment support</li> </ul> <p><b>Monitor enrollment and degree plan/course capacity needs:</b> Identify academic areas where capacity is needed, collaborate with departments to build capacity, and maintain seats in colleges</p>	<p>Number and type of program outreach initiatives</p> <p>Number and type of flag courses reviewed and approved</p> <p>Number and type of faculty support provided and faculty served</p> <ul style="list-style-type: none"> <li>• Number of faculty consultations needed and provided for CD flag proposals</li> <li>• <math>\geq 3</math> CD/GC faculty workshops per year, serving <math>\geq 50</math> instructors</li> <li>• Number of faculty served</li> <li>• Track Canvas usage</li> </ul> <p>Documentation regarding enrollment trends and course capacity needs:</p> <ul style="list-style-type: none"> <li>• Collect/analyze Cognos student enrollment data</li> <li>• Track program enrollment data and projections</li> <li>• Track number of flags completed at graduation</li> <li>• Track flag petition numbers and identify any degree plans capacity issues</li> </ul>	<p><b>4.1 Cultural Diversity (CD)-flagged courses will meet or exceed flag requirements</b> <i>Syllabi and proposal review (scoring rubric), 16-17, 17-18, 18-19</i></p> <ol style="list-style-type: none"> <li>1. <math>\geq 80\%</math> of syllabi reviewed will show evidence (responses a or b) that items 1, 2, 3, and 4 on the rubric meet expectations of the flag, indicating that the course involves the study of underrepresented cultural groups in the US</li> <li>2. <math>\geq 80\%</math> of syllabi reviewed will meet expectations for course grade requirements (responses a or b to rubric item 5) and will include a statement about the CD Flag (responses a or b to rubric item 6)</li> </ol> <p><b>4.2 Faculty will gain/implement effective pedagogical strategies for incorporating flag learning objectives in courses</b> <i>Track successful proposals as result of consultations, 16-17; 17-18</i></p> <ol style="list-style-type: none"> <li>1. <b>5/year:</b> Count of successful CD proposals as a result of meetings <i>End-of-workshop faculty survey</i></li> <li>2. <math>\geq 70\%</math> faculty surveyed find workshop moderately or extremely useful (item 6 on survey) and leave with material that is immediately useful (responses definitely or probably in item 1 on survey)</li> </ol> <p><b>4.3 Students will develop knowledge/application/value of flag-related learning objectives</b> <i>End-of-course student survey, 16-17, 17-18, 18-19</i></p> <ol style="list-style-type: none"> <li>2. <math>\geq 80\%</math> of students surveyed indicate that they have had opportunities to learn about underrepresented cultural groups in the US (survey items #5)</li> <li>3. <math>\geq 60\%</math> students surveyed indicate that they have had challenging experiences so that they engage in an active process of self-reflection (survey items #6)</li> <li>4. <math>\geq 90\%</math> of students surveyed will indicate that they knew the course carried the CD flag (survey item #2)</li> </ol> <p><i>US History core curriculum direct assessment, 16-17 spring</i></p> <ol style="list-style-type: none"> <li>5. <math>\geq 70\%</math> of students will achieve a “meets expectations” rating on the US History rubric</li> </ol>	TBD

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			<p><b>4.4 Students will earn required flags in a timely manner</b>  <i>Collect and analyze Cognos data on enrollment in CD courses, 16-17, 17-18, 18-19, fall/spring</i></p> <ol style="list-style-type: none"> <li>1. Documentation regarding enrollment trends and course capacity needs: <ul style="list-style-type: none"> <li>• Collect/analyze Cognos student enrollment data</li> <li>• Track program enrollment data and projections</li> <li>• Track number of flags completed at graduation</li> <li>• Track flag petition numbers and identify any degree plans capacity issues</li> </ul> </li> </ol>	

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<p><b>5. Global Cultures:</b> Challenge students to explore in depth the beliefs and practices of non-US cultural communities</p>	<p><b>Program outreach:</b> Build awareness of importance of GC flag among faculty and students</p> <p><b>Monitor GC-flagged courses:</b> Will be monitored to ensure they meet or exceed the flag criteria and that students are learning about at least one non-US community</p> <p><b>Facilitate/participate in faculty committee meetings:</b> Will help in updating GC learning objectives and draft direct assessment rubric, developing GC rubric to measure student's work, and in creating GC student survey that focuses on learning objectives. Faculty will help in publicizing and implementing GC Flag criteria; Collaborate with UGS core curriculum faculty committee to develop core rubric that also measures student success in demonstrating the CD Flag criterion</p> <p><b>Provide faculty support:</b> Work with faculty proposing and teaching GC-flagged courses to incorporate flag criteria. The following will be offered to support GC instructors:</p> <ul style="list-style-type: none"> <li>• Faculty Workshops</li> <li>• One-on-One Consultations</li> <li>• Program-planning Assistance</li> <li>• Web/Canvas Resources</li> <li>• Assessment support</li> </ul> <p><b>Monitor enrollment and degree plan/course capacity needs:</b> Identify academic areas where capacity is needed, collaborate with departments to build capacity, and maintain seats in colleges</p>	<p>Number and type of program outreach initiatives</p> <p>Number and type of flag courses reviewed and approved</p> <p>Number and type of faculty support provided and faculty served</p> <ul style="list-style-type: none"> <li>• Number of faculty consultations needed and provided for GC flag proposals</li> <li>• ≥3 CD/GC faculty workshops per year, serving ≥50 instructors</li> <li>• Number of faculty served</li> <li>• Track Canvas usage</li> </ul> <p>Documentation regarding enrollment trends and degree plan/course capacity needs:</p> <ul style="list-style-type: none"> <li>• Collect/analyze Cognos student enrollment data</li> <li>• Track program enrollment data and projections</li> <li>• Track number of flags completed at graduation</li> <li>• Track flag petition numbers and identify any degree plans capacity issues</li> </ul>	<p><b>5.1 Global Cultures (GC)-flagged courses will meet or exceed flag requirements</b> <i>Syllabi and proposal review (scoring rubric), 2016-2017, 2017-2018</i></p> <ol style="list-style-type: none"> <li>1. &gt;80% of syllabi reviewed show evidence that the course involves in-depth examination of non-US cultural groups</li> <li>2. &gt;80% of syllabi reviewed meet expectations for course grade reqs. and include a statement about the GC flags</li> </ol> <p><b>5.2 Faculty will gain/implement effective pedagogical strategies for incorporating flag learning objectives in courses</b> <i>Track successful proposals as result of consultations, Annually, 2016-2017</i></p> <ol style="list-style-type: none"> <li>1. <b>5/year:</b> # of successful GC proposals as a result of meetings</li> </ol> <p><i>End-of-workshop faculty survey</i></p> <ol style="list-style-type: none"> <li>2. &gt;70% faculty find workshops useful and leave with material that is immediately useful</li> </ol> <p><b>5.3 Students will develop knowledge/application/value of flag-related learning objectives</b> <i>End-of-course student survey, 17-18, 18-19</i></p> <ol style="list-style-type: none"> <li>6. ≥80% of students surveyed indicate that they have had opportunities to learn about non-U.S. cultural groups (survey items #5)</li> <li>7. ≥60% students surveyed indicate that they have had challenging experiences so that they engage in an active process of self-reflection (survey items #6)</li> <li>8. ≥90% of students surveyed will indicate that they knew the course carried the GC flag (survey item #2)</li> </ol> <p><b>5.4 Students will earn required flags in a timely manner</b> <i>Annually, 2016-2017 Fall and Spring</i></p> <ol style="list-style-type: none"> <li>1. Documentation regarding enrollment trends and course capacity needs: <ul style="list-style-type: none"> <li>• Collect/analyze Cognos student enrollment data</li> <li>• Track program enrollment data and projections</li> <li>• Track number of flags completed at graduation</li> <li>• Track flag petition numbers and identify any degree plans capacity issues</li> </ul> </li> </ol>	TBD

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<p><b>6. Writing:</b> Foster undergraduate writing skills development in Writing Flag classes across the disciplines</p>	<p><b>Program outreach:</b> Publicize WR criteria and work with faculty proposing WR flags to incorporate them and raise faculty awareness of the instructional impact of class size via formal recommendation statement from Faculty Writing Committee</p> <p><b>Provide faculty support:</b> Work with faculty proposing and teaching WR-flagged courses to incorporate flag criteria. The following will be offered to support WR instructors:</p> <ul style="list-style-type: none"> <li>• Faculty Workshops</li> <li>• One-on-One Consultations</li> <li>• Program-planning Assistance</li> <li>• Web/Canvas Resources</li> <li>• Assessment support</li> </ul> <p><b>Sustain/expand campus partnerships:</b> Meetings with targeted departments, Vaughn-funded projects, one-on-one consultations, invited participation in faculty-led ad hoc committees (as in ME)</p> <p><b>Monitor enrollment and degree plan/course capacity needs:</b> Identify programs that lack capacity or need to build capacity for impending WR requirement increase (from 2 flags to 3)</p> <p><b>Identify course conversion opportunities:</b> Identify classes where substantial written work is already required and consult with instructors on conversion</p>	<p>Number and type of program outreach initiatives</p> <p>Number and type of flag courses reviewed and approved</p> <p>Number and type of faculty support provided and faculty served</p> <ul style="list-style-type: none"> <li>• Number of faculty consultations needed and provided for WR flag proposals</li> <li>• <math>\geq 10</math> faculty consultations per year to facilitate class design and implementation, in <math>\geq 3</math> colleges and schools offering WR flag courses</li> <li>• <math>\geq 50</math> participants at WR workshops per year, from <math>\geq 50\%</math> colleges and schools offering WR flags</li> <li>• Number of faculty served</li> <li>• Track Canvas usage</li> </ul> <p>Documentation regarding enrollment trends and degree plan/course capacity needs:</p> <ul style="list-style-type: none"> <li>• Collect/analyze Cognos student enrollment data</li> <li>• Track program enrollment data and projections</li> <li>• Track number of flags completed at graduation</li> <li>• Track flag petition numbers and identify any degree plans capacity issues</li> <li>• Degree plan reviews</li> </ul>	<p><b>6.1 WR courses meet or exceed WR requirements (offer sufficient writing experiences, high-quality feedback, and meaningful revision opportunities)</b> <i>Syllabi and Proposal Review (scoring rubric), 16-17, 17-18, 18-19; 19-20, see Table 1</i></p> <ol style="list-style-type: none"> <li>1. <math>\geq 80\%</math> of reviewed syllabi will meet rubric items 1 and 2 (a or b), indicating the class involves multiple, complex writing assignments and students engage in substantive revision of their writing</li> <li>2. <math>\geq 60\%</math> of reviewed syllabi will meet rubric item 4 (a or b), indicating that students interact with peers' writing</li> <li>3. <math>\geq 90\%</math> of reviewed syllabi meet rubric item 7 (b, c, or d), indicating the percentage of grade requirement is met</li> <li>4. <math>\geq 1/3</math> of reviewed syllabi will meet rubric item 8 (a), demonstrating some explicit teaching of research skills</li> </ol> <p><i>Program Narrative Reports, 16-17, 17-18, 18-19; 18-19; 19-20, see Table 1</i></p> <ol style="list-style-type: none"> <li>5. <math>\geq 1/3</math> of reviewed programs will be cited for noteworthy curricular or pedagogical approaches to writing--exemplary use of in-class writing instruction, integration of research skills with writing, etc.</li> <li>6. <math>&lt; 1/3</math> of reviewed programs will demonstrate significant divergence or contradictions b/w course proposals and syllabi</li> </ol> <p><b>6.2 Faculty will gain/implement effective pedagogical strategies for incorporating flag learning objectives in courses</b> <i>Faculty Writing Retreat Exit Survey, 15-16, 16-17, 17-18, 18-19, fall/spring</i></p> <ol style="list-style-type: none"> <li>1. Attendees will indicate specific teaching methods learned in the retreat which they plan to implement in their classes</li> <li>2. At least 70% of respondents will indicate that they intend to try (for workshops and retreats) or have tried with some success, specific pedagogical techniques recommended by the WR office.</li> </ol> <p><i>Faculty Survey and Follow-up, Spring 2018; 19-20, fall</i></p> <ol style="list-style-type: none"> <li>3. Survey items and targets TBD in consultation with the Faculty Writing Committee</li> </ol>	TBD

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			<p><b>6.3 Students will develop knowledge/application/value of flag-related learning objectives</b>  <i>End-of-course student survey, 15-16, spring; 17-18, fall</i></p> <ol style="list-style-type: none"> <li>1. <b>≥80%</b> of respondents A/SA with survey items 1, 2, 3, 4, and 7, indicating they received helpful assignment guidelines, helpful feedback from instructor/TA, revised writing on &gt;1 project, shared and discussed writing with other students, and understand how their writing is evaluated was class</li> <li>2. <b>≥50%</b> of respondents answer "Yes, once" or "More than once" to item 5, indicating that they met with the instructor or TA outside of class time to discuss their writing</li> <li>3. <b>≥75%</b> of respondents A/SA with item 6, (indicating that "proven pedagogies" are perceived by students as effective)</li> </ol> <p><b>6.4 Students will earn required flags in a timely manner</b></p> <ol style="list-style-type: none"> <li>1. Documentation regarding enrollment trends and course capacity needs: <ul style="list-style-type: none"> <li>• Collect/analyze Cognos student enrollment data</li> <li>• Track program enrollment data and projections</li> <li>• Track number of flags completed at graduation</li> <li>• Track flag petition numbers and identify any degree plans capacity issues</li> </ul> </li> </ol>	

Table 1. Syllabi and Proposal Review Timeline

	2016-2017	2017-2018	2018-2019	2019-2020
<b>Independent Inquiry</b>	Anthropology; Biology Instructional Office; Classics; Health & Society; History; Linguistics; Marine Sciences; Mathematics; Mexican American Studies; Philosophy; Plan II Honors; Russian, East European, & Eurasian; Slavic & Eurasian; Spanish & Portuguese	Business; Human Development, Human Ecology; Astronomy; Engineering, Women’s & Gender Studies; Geography; Economics; Education; Government; English; Architecture; Core Texts & Ideas; Rhetoric & Writing; Natural Sciences; French & Italian	Communication, Geosciences, Physics, Middle Eastern Studies, American Studies, African/Diaspora Studies, Jewish Studies, Psychology, Neuroscience, Humanities, Germanic	Fine Arts; Computer Sciences; Chemistry; Pharmacy; Statistics & Data Sciences; Sociology; Asian Studies; European Studies; Latin American Studies; Undergraduate Studies; Nursing; Social Work; Liberal Arts Honors; Religious Studies
<b>Quantitative Reasoning</b>	Anthropology; Biology Instructional Office; Classics; Health & Society; History; Linguistics; Marine Sciences; Mathematics; Mexican American Studies; Philosophy; Plan II Honors; Russian, East European, & Eurasian; Slavic & Eurasian; Spanish & Portuguese	Business; Human Development, Human Ecology; Astronomy; Engineering, Women’s & Gender Studies; Geography; Economics; Education; Government; English; Architecture; Core Texts & Ideas; Rhetoric & Writing; Natural Sciences; French & Italian	Communication, Geosciences, Physics, Middle Eastern Studies, American Studies, African/Diaspora Studies, Jewish Studies, Psychology, Neuroscience, Humanities, Germanic	Fine Arts; Computer Sciences; Chemistry; Pharmacy; Statistics & Data Sciences; Sociology; Asian Studies; European Studies; Latin American Studies; Undergraduate Studies; Nursing; Social Work; Liberal Arts Honors; Religious Studies
<b>Ethics and Leadership</b>	Anthropology; Biology Instructional Office; Classics; Health & Society; History; Linguistics; Marine Sciences; Mathematics; Mexican American Studies; Philosophy; Plan II Honors; Russian, East European, & Eurasian; Slavic & Eurasian; Spanish & Portuguese.	Business; Human Development, Human Ecology; Astronomy; Engineering, Women’s & Gender Studies; Geography; Economics; Education; Government; English; Architecture; Core Texts & Ideas; Rhetoric & Writing; Natural Sciences; French & Italian	Communication, Geosciences, Physics, Middle Eastern Studies, American Studies, African/Diaspora Studies, Jewish Studies, Psychology, Neuroscience, Humanities, Germanic	Fine Arts; Computer Sciences; Chemistry; Pharmacy; Statistics & Data Sciences; Sociology; Asian Studies; European Studies; Latin American Studies; Undergraduate Studies; Nursing; Social Work; Liberal Arts Honors; Religious Studies
<b>Cultural Diversity</b>	Anthropology; Biology Instructional Office; Classics; Health & Society; History; Linguistics; Marine Sciences; Mathematics; Mexican American Studies; Philosophy; Plan II Honors; Russian, East European, & Eurasian; Slavic & Eurasian; Spanish & Portuguese.	Business; Human Development, Human Ecology; Astronomy; Engineering, Women’s & Gender Studies; Geography; Economics; Education; Government; English; Architecture; Core Texts & Ideas; Rhetoric & Writing; Natural Sciences; French & Italian	Communication, Geosciences, Physics, Middle Eastern Studies, American Studies, African/Diaspora Studies, Jewish Studies, Psychology, Neuroscience, Humanities, Germanic	Fine Arts; Computer Sciences; Chemistry; Pharmacy; Statistics & Data Sciences; Sociology; Asian Studies; European Studies; Latin American Studies; Undergraduate Studies; Nursing; Social Work; Liberal Arts Honors; Religious Studies
<b>Global Cultures</b>	Anthropology; Biology Instructional Office; Classics; Health & Society; History; Linguistics; Marine Sciences; Mathematics; Mexican American Studies; Philosophy; Plan II Honors; Russian, East European, & Eurasian; Slavic & Eurasian; Spanish & Portuguese.	Business; Human Development, Human Ecology; Astronomy; Engineering, Women’s & Gender Studies; Geography; Economics; Education; Government; English; Architecture; Core Texts & Ideas; Rhetoric & Writing; Natural Sciences; French & Italian	Communication, Geosciences, Physics, Middle Eastern Studies, American Studies, African/Diaspora Studies, Jewish Studies, Psychology, Neuroscience, Humanities, Germanic	Fine Arts; Computer Sciences; Chemistry; Pharmacy; Statistics & Data Sciences; Sociology; Asian Studies; European Studies; Latin American Studies; Undergraduate Studies; Nursing; Social Work; Liberal Arts Honors; Religious Studies
<b>Writing Flags</b>	Mathematics, Mexican American Studies, Biology, Classics, History, Philosophy, Linguistics, Anthropology, Marine Science, Plan II, Spanish, Russian, Slavic/Eurasian, Health and Society	Business; Human Development, Human Ecology; Astronomy; Engineering, Women’s & Gender Studies; Geography; Economics; Education; Government; English; Architecture; Core Texts & Ideas; Rhetoric	Communication, Geosciences, Physics, Middle Eastern Studies, American Studies, African/Diaspora Studies, Jewish Studies, Psychology, Neuroscience, Humanities, Germanic	Fine Arts; Computer Sciences; Chemistry; Pharmacy; Statistics & Data Sciences; Sociology; Asian Studies; European Studies; Latin American Studies; Undergraduate Studies;

		& Writing; Natural Sciences; French & Italian	Studies, International Relations, Asian American Studies	Nursing; Social Work; Liberal Arts Honors; Religious Studies
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Table 2. Direct Assessment Timeline

Timeline	Flag
2017-2018	<b>Quantitative Reasoning</b> – in conjunction with Natural Sciences & Technology core assessment
2018-2019	<b>Writing Flag</b> – in conjunction with Signature Course core assessment <b>Ethics &amp; Leadership Flag</b> – in conjunction with SDS and BIO course development projects <b>Independent Inquiry Flag</b>
2019-2020	<b>Writing Flag</b> <b>Independent Inquiry Flag</b> <b>Ethics &amp; Leadership Flag</b> – in conjunction with US & Texas Government core assessment <b>Cultural Diversity Flag</b> – in conjunction with Visual & Performing Arts core assessment <b>Global Cultures Flag</b> – in conjunction with Visual & Performing Arts core assessment
2020-2021	<b>Cultural Diversity Flag</b> – in conjunction with Humanities core assessment <b>Global Cultures Flag</b> – in conjunction with Humanities core assessment <b>Independent Inquiry Flag</b> <b>Writing Flag</b> <b>Ethics &amp; Leadership Flag</b>
2021-2022	<b>Quantitative Reasoning Flag</b> – in conjunction with Mathematics core assessment <b>Cultural Diversity Flag</b> – in conjunction with History core assessment <b>Writing Flag</b> <b>Ethics &amp; Leadership Flag</b>