<table>
<thead>
<tr>
<th>Full Name(s)</th>
<th>Robert Bartsch</th>
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<tbody>
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<tr>
<td>What is your affiliation with UHCL (student, faculty, staff, alumni, community member, other)?</td>
<td>faculty and CFD Program Director</td>
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<td>Q1. Strategic Theme Addressed:</td>
<td>Educational Achievement</td>
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<td>Q2. Brief description/overview of topic:</td>
<td>Literacies for Lifelong Learning</td>
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Lifelong learning is one of two main academic goals outlined in the UHCL mission. This QEP would reinforce the foundations necessary for lifelong learning. Students would focus on core literacies which could include, but are not limited to, the following:

- Critical literacy – How to engage in critical thinking which ties in the first QEP
- Information literacy – How to evaluate information that bombards one each day
- Reading literacy – This literacy focuses on reading ability including skills such as close reading
- Scientific literacy – Understanding what science is and how the scientific method generates knowledge
- Quantitative literacy – Comprehension and ability to apply numerical concepts
- Equity literacy – Focuses on developing an individual’s capacity to understand and apply issues related to diversity and inclusion
- Health & Wellness literacy – Holistically, people need to be literate in health and wellness matters to engage in a fully productive life.
- Financial literacy – Being able to understand and plan for personal finances

This literary list is not designed to be a final list or a final set of definitions, but rather a starting point for a development committee. The number and specific list of literacies would need to be determined. These literacies can overlap or be part of others (e.g., media literacy, which is not mentioned, could be part of information literacy).
| Q3. How will this improve student learning at UHCL? | This QEP will reinforce foundational knowledge of how to learn outside of a college classroom. Although students are exposed to these literacies during their college career, they may never be made explicit, even though it is some of the most fundamental knowledge and skills students can obtain.

This QEP can help students see the bigger picture of the abilities they need. This big picture is often obscured in classes because the instructor focuses on specific course content and/or believes students have already been exposed to these literacies. In addition, this QEP can help fill in gaps in knowledge and experiences as well as allow students relearn material that has been forgotten.

One strength of this QEP is that almost any class can contribute in some way toward meeting one of the literacies. One method for programming this QEP would be to create microbadges for students to earn throughout their UHCL career in each literacy. Faculty could have assignments from their class be part of the requirements. These assignments could then be turned into a portfolio for students. |
| Q4. What are 3-5 learning outcomes that will lead to observable and measurable results? | Self-efficacy and skills to successfully navigate life challenges and new situations
Understand the term literacy and how one can tell if they are literate in a given domain
Increased motivation for life-long learning
(Individual literacies can also be examined.) |