University of Houston Clear Lake

BECOMING AWARE

Cultural Interactions at UHCL

Quality Enhancement Plan

August 2022

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I. Executive Summary

The Quality Enhancement Plan (QEP) for the University of Houston-Clear Lake, *Becoming Aware: Cultural Interactions at UHCL*, seeks to prepare students to thrive in an increasingly diverse global environment. The University of Houston – Clear Lake is located in the Greater Houston area, one of the most ethnically diverse regions in the United States. Through the QEP, we will develop a campus environment that supports students learning the knowledge, skills, and attitudes necessary to engage in cultural interactions that enable them to succeed in our global community. Therefore, the student learning outcome (SLO) of intercultural knowledge and competency where *Students will use knowledge, skills, and attitudes to effectively and appropriately interact and work with individuals who differ from themselves* is the UHCL's QEP focus.

This SLO encompasses three interrelated components: intercultural knowledge, intercultural teamwork, and cultural humility. Intercultural knowledge relates to how students will develop the ability to communicate effectively and appropriately in intercultural situations. Intercultural teamwork relates to how students will share and discuss, bringing together different minds and cultures as they work together toward common goals. Lastly, cultural humility relates to how students will utilize openness, self-awareness, curiosity, empathy, and willingly incorporate self-reflection and self-critique while interacting with individuals who differ from themselves.

Becoming Aware: Cultural Interactions at UHCL recognizes UHCL's responsibility to ensure that our students have the necessary marketable skills to be successful in an ever-changing world. This requires that students receive a holistic education that enables them to combine content knowledge with procedural knowledge resulting in transferable knowledge. The QEP contains multiple initiatives designed to mutually reinforce and support the student learning outcome. Faculty classroom integration of cultural interactions will be supplemented with co-curricular activities. Intercultural knowledge and competency will be incorporated throughout the curriculum and woven into the League of the Rising Hawks (a Division of Student Affairs initiative). This QEP is designed to have a lasting positive impact on the entire university community by accomplishing these three goals:

1. increasing the pervasiveness of intercultural knowledge and competency as a student learning outcome (SLO),
2. strengthening the faculty implementation of the SLO in the curriculum, and
3. supporting the inclusion of the SLO in the League of the Rising Hawks

This QEP will provide a student experience that will be authentic, developmental, transformative, and future-focused. Additionally, this QEP builds on UHCL's previous QEP, *Applied Critical Thinking for Lifelong Learning and Adaptability*, which continues as an integral part of UHCL classroom pedagogy, is included in the UHCL core curriculum assessment, and visible across campus.

II. Introduction and QEP Development

Founded in 1974, the University of Houston-Clear Lake (UHCL) is a culturally diverse, learner-centered, university adjacent to NASA-Johnson Space Center. Located in the Clear Lake recreational area, the wooded campus is 30 minutes from downtown Houston to the north and 30 minutes from Galveston to the south. The University has four colleges: College of Business, College of Education, College of Human Sciences and Humanities, and College of Science and Engineering. The University awards the following degrees: Bachelor of Arts, Bachelor of Applied Science, Bachelor of Fine Arts, Bachelor of Science, Bachelor of Science in Nursing, Bachelor of Social Work, Master of Arts, Master of Business Administration, Master of Healthcare Administration, Master of Science, Specialist in School Psychology, Doctor of Education, and Doctor of Psychology.

As of Fall 2021, UHCL had 286 faculty members and an enrollment of 9,279 students. Undergraduate students numbered 6,963 (75%) and graduate students numbered 2,316 (25%). The diverse student body included 31.5% White, 8.4% Black, 41.9% Hispanic, 7.8% Asian, 0.1% Am. Indian, 6.3% International, 0.8% Unknown, 0.1% Hawaiian/Pacific Islander, and 3.1% Multi-racial. The average age of the undergraduate students was 26 years, and 32 years for graduate students. Slightly more than half of the students were enrolled part-time (53.9%), with 46.1% enrolled full-time.

Establishing the QEP Development Committee

The QEP topic was identified through the institution's ongoing, comprehensive planning and evaluation and the topics considered were categorized around some of the themes in UHCL's Strategic Plan, "Impact 2025 and Beyond." UHCL engaged in a comprehensive process to select and develop a relevant issue for its Quality Enhancement Plan (QEP) using an inclusive selection committee process. The QEP Topic Selection and Development Timeline is summarized in Table 1 and lists the major dates for university-wide activities regarding the development of the QEP topic.

Table 1. QEP Topic Selection and Development Timeline

Timeline	Activity
March 2020	Topic Selection Committee created UHCL invites submissions for topics for the Quality Enhancement Plan
June 2020	Three key topics were narrowed by the Topic Selection Committee and proposers were asked to submit a fully developed proposal
Sept.-Oct. 2020	Dissemination of three topic proposals for university review and voting
Oct. 23-Nov. 1, 2020	Campus community voted on the three QEP proposals
Nov. 2020	Committee reviewed campus votes and created a QEP topic summary document, which was presented to the President
Dec. 2020	Announcement of the QEP Topic by President Blake Formation of QEP Steering Committee
Jan.-Sept. 2021	QEP Steering Committee operationalized the QEP

Composition of the QEP Topic Selection Committee

In March 2020, the topic selection committee was formed. The committee was composed of faculty from the four academic colleges, staff members, students, and alumni. The committee membership was intentional to include all stakeholders needed to support the final QEP plan (see Table 2).

Table 2. 2020 QEP Topic Selection Committee Members

Name	Department\College
Kathryn Matthew, Co-Chair	Academic Affairs, Provost Office
Pat Cuchens, Co-Chair	Office of Institutional Effectiveness
Marie Best	University Staff, Office of the Provost
Stacy Schreiber	University Staff, Office of Sponsored Programs
Troy Voelker	College of Business, Faculty Member
Randy Seevers	College of Education, Faculty Member
Amy Lucas	College of Human Sciences & Humanities, Faculty Member
Soma Datta	College of Science & Engineering, Faculty Member
Chloris Yue	Neumann Library
Jennifer Holland	Neumann Library
Vanessa Cubides	Student Success and Initiatives
Matthew Perry	Student Affairs
Jacqueline Posey	Alumna, College of Business
Andrea Alvarado	Student (Graduate), College of Business

The committee members were provided with relevant materials, including 1) the SACSCOC Quality Enhancement Plan Policy Statement, 2) the SACSCOC Reviewing the QEP Evaluative Framework, 3) the topic selection timeline, 4) committee contact list, 5) UHCL Mission, Vision, Goals, and Strategic Plan and 6) relevant data. The committee then took on a review of institutional data before creating a final and inclusive topic selection process.

Analyzing Institutional Data

As a Hispanic Serving Institution (HSI), the Steering Committee focused on understanding the diversity of UHCL's student body. Further, examinations included graduation rates, national assessment reports, and the core curriculum assessment data (see Appendix L). UHCL's six-year graduation rate was compared to the UHCL national peer group universities. The national assessments included: National Survey of Student Engagement (NSSE) 2020 Multi-Year Report and the National Survey of Student Engagement (NSSE) 2020 Engagement Indicators. The following themes emerged from the data analysis and were chosen for further examination in the following paragraphs.

1. Changes in student demographics
2. Six-year graduation rates
3. Participation in high-impact practices

An important place to start equipping every learner with modern, future-focused skills is with a clear understanding of the diversity of our student population using 2019-2020 IPEDS and UHCL Snapshot data (see Appendix A). While the UHCL Hispanic population has shown steady growth, the White population has shown a steady decline. The Asian population has had a recent dip, and the Black population had a recent upturn. In Fall 2020, there were 347 international students representing 39 different countries. This information is a starting place to transform learning experiences that will prepare all students to reach their full potential and to be successful in their lives and careers.

Table 3 compares the diversity of the UHCL student body to the diversity of the greater Houston area, which is considered one of the most diverse cities in the United States. The UHCL and the Greater Houston percentages are similar for Hispanics and Whites. However, the Black and Asian percentages on campus are approximately half those of the Greater Houston area.

Table 3. UHCL and Greater Houston Demographics

	UHCL	Greater Houston*
Hispanic	40%	38%
White	35%	35%
Black	8%	17%
Asian	4%	8%
Other	13%	2%

Source: **www.houston.org/houston-data/talking-points*

Graduation Rates

UHCL first accepted freshmen and sophomores in Fall 2014; hence, 2020 is the first year for data on a six-year graduation rate, as depicted in Table 4 below. UHCL's six-year graduation rate was 52%, while the National Center for Education Statistics (2021) reports an overall graduation rate for the Fall 2013 cohort of first-time, full-time undergraduate students at four-year public institutions of 62%, giving us a target for improvement. Since Fall 2020 was the first year UHCL was able to report a six-year graduation rate for incoming freshmen, additional tracking of the four-year graduation rates of our first three freshman classes is also provided. Additionally, graduation rates are disaggregated by ethnicity because of the need to focus on all students to ensure their academic success. For example, Black or African American students' graduation rate is approximately half the rate of the other students. This is a concern, and UHCL needs to more closely examine the data and develop solutions to ensure their academic success.

Table 4. Graduation Rates

UDGD, First time in College, Full-Time, Degree-Seeking

Six-Year Grad Rate*		Four-Year Grad Rate		
	Cohort Fall 2014 (2020)	Cohort Fall 2014 (2018)	Cohort Fall 2015 (2019)	Cohort Fall 2016 (2020)
White	55.21	35.42	35.64	30.38
Black or African American	25.00	8.33	25.00	31.25
Hispanic	50.72	24.64	23.08	32.65
Asian American	57.14	42.86	58.33	8.00
Other	54.55	36.36	30.77	22.22
Female	56.62	36.03	35.40	33.06
Male	42.42	19.70	30.43	23.30
Total	51.98	30.69	32.89	28.63

** Fall 2020 was the first year UHCL was able to report a six-year graduation rate for incoming freshman.*

A comparison of UHCL's six-year graduation rates to a group of national peers based on IPEDS data shows that four peer group universities had higher graduation rates and six had lower graduation rates (see Table 5). The success of UHCL students depends on graduation from the university; hence, this rate needs to be improved. It is expected that the inclusion of the student learning outcome in curricular and co-curricular activities will have a positive impact on the students' graduation rates. Additionally, disaggregating the data to reflect students' ethnicity will enable adjustments to ensure all students' success.

Table 5. National Peers Graduation Rates Comparison

University	Six-Year Graduation Rates for Full-time Students
Arizona State University - West	67%
Fitchburg State University	58%
University of Illinois at Springfield	55%
University of Michigan-Dearborn	55%
University of Houston - Clear Lake	**52%**
The University of West Florida	48%
University of Colorado - Colorado Springs	45%
Indiana University - South Bend	38%
Texas A & M Corpus Christi	37%
University of Baltimore	34%
Governors State University	24%

National Survey of Student Engagement (NSSE) 2020 Engagement Indicators

UHCL's National Survey of Student Engagement (NSSE) 2020 Multi-Year Report provided data that guided the development of this QEP. This NSSE data spanned 2016 to 2020 and was administered to first-year students and seniors. For many, but not all engagement indicators, there was a dip in the students reporting collaborative learning and discussion with diverse others. UHCL recognized that this could be the result of the impact of COVID-19 on the opportunities afforded students however, improvement can be sought.

The NSSE Engagement Indicators data were examined to determine how well UHCL prepares students to face complex challenges during their school years and in their careers. Learning with peers prepares students to learn the material and develop the interpersonal and social competence to succeed in school and careers. Learning with peers includes collaborative learning and discussions with diverse others. The items used to measure this, and a comparison with other Southwest public universities are depicted in Table 6.

Table 6. Learning with Peers: First-year Students and Seniors

Collaborative Learning **Percent of students who responded that they "Very Often" or "Often" . . .**				
	UHCL First-Year	Southwest Public First-Year Peers	UHCL Seniors	Southwest Public Seniors Peers
1e. Asked another student to help you understand course material	48%	41%	38%	34%
1f. Explained course material to one or more students	54%	49%	51%	48%
1g. Prepared for exams by discussing or working through course material with other students	43%	34%	43%	41%
1h. Worked with other students on course projects or assignments	58%	60%	65%	71%
Discussions with Diverse Others **Percent of students who responded that they "Very Often" or "Often" had discussions with . . .**				
	UHCL First-Year	Southwest Public First-Year Peers	UHCL Seniors	Southwest Public Seniors Peers
8a. People of a race or ethnicity other than your own	83%	93%	77%	79%
8b. People from an economic background other than your own	68%	64%	73%	73%
8c. People with religious beliefs other than your own	74%	81%	73%	76%
8d. People with political views other than your own	69%	72%	68%	68%

Examination of the data demonstrates that our students engage more frequently than our peers on some items (1e, 1f, 1g, 8b) and lower on others (1g, 1h, 8a, 8c, 8d). These mixed results are not acceptable. Our standards necessitate that our students engage on a higher level in all the elements. As we prepare students with the adaptability and other skills needed to be successful, this data highlights the need for investment in curricular and co-curricular pedagogical practices that are learner-focused, embrace diversity, and foster adaptability and resilience. The aggregate factor results from the Collaborative Learning and Discussion with Diverse Others are provided in Table 7.

Table 7. Collaborative Learning and Discussion with Diverse Others NSSE 2021

Collaborative Learning.				
	2021 UHCL Mean	Southwest Public First-Year Peers	Carnegie Class	UHCL NSSE 2020 to 2021
	23.9	28.4**	26.5	29.0**
Discussion with Diverse Others.				
	34.5	37.1	36.4	37.9

*** a significant difference of p<.005*

Examination of the data demonstrates that our students are not engaging in collaborative learning and discussions with diverse others compared with our peers and in past NSSE administrations. This indicator is a strong point of reference for the need for a change both in courses and the co-curricular to increase interactions at UHCL.

Core Curriculum Assessment

The Texas Higher Education Coordinating Board (THECB) requires institutions to assess six core objectives designed to prepare students for contemporary challenges: critical thinking, communication, empirical and quantitative skills, teamwork, social responsibility, and personal responsibility. Each core objective is broken into skills, aptitudes, or dispositions identified by UHCL faculty and labeled as Core Curriculum Outcomes. Of particular interest and related to our QEP topic is social responsibility (see Table 8). Results for these outcomes skills from 2018-2020 are displayed in the chart below, showing that some but not all the skill goals were met. The chart also shows the total number of students assessed on these objectives. Of particular interest to intercultural knowledge and competency are the skills of Application of Knowledge, New Perspectives, Articulation of Beliefs & Perceptions, and New Awareness. In addition, the core curriculum is measured in each long semester and is a valuable assessment tool to add to the multiple forms of data collected for the QEP.

Table 8. Core Objective from Core Curriculum Courses

Learning Outcome	Skill	Number	% meeting Criterion	Met/Not Met
Social Responsibility	Application of Knowledge	6	100	Met
	Civic Responsibilities	55	87.27	Met
	New Perspectives	120	74.85	Met
	Articulation of Beliefs & Perceptions	114	62.28	Not Met
	New Awareness	59	37.29	Not Met

Graduating Student Survey Results

UHCL surveys all students who apply for graduation. From Fall 2015 through Spring 2020 (10 semesters), students have consistently strongly agreed or agreed over 90% of the time that they have been prepared with the skills related to Social Responsibility (see Table 9). In addition to the direct link to the core curriculum, this is a valuable assessment tool to add to the multiple forms of data collected for the QEP.

Table 9. 2015-2020 Graduating Student Survey Results

Core Objective/Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
Social Responsibility				
My program has helped me become more conscientious about my role as a responsible citizen	50%	42%	6%	2%
My program helped me to develop an awareness of local and global diversity.	51%	42%	6%	1%

Aligning with University Mission and Priorities

As UHCL prepares students with the knowledge needed to be successful, these data highlight the need for students to have multiple opportunities to experience and enhance cultural interactions. This connects to meeting the UHCL strategic plan and mission objectives.

University Mission

> The University of Houston-Clear Lake places its highest priority on serving a diverse body of students in every aspect of their university experience. UHCL's teacher scholars provide high-quality, student-centered undergraduate and graduate programs that prepare students to thrive in a competitive workplace and to make meaningful contributions to their communities. UHCL fosters critical thinking and lifelong learning through a strong legacy of vibrant community partnerships complementing its historical focus on teaching, research, creative activity, and service.

The QEP must connect to the university mission by recognizing the diversity of the student body. Additionally, the QEP must support students as they become adept at meeting the competitive workplace's needs and making meaningful contributions to their community. A synergistic digital economy (Dede & Richards, 2020) demands that learners have in their toolbox a diversity of skills and exposure to content and ways of making meaning that is transferable among the many domains of their lives. The selected QEP seeks to prepare students for a rapidly changing future that requires them to be adaptable to changing circumstances, flexible in interactions with diverse populations, and understand societal needs.

UHCL's Strategic plan "Impact 2025 and Beyond" refined the four tier one objectives/themes in early 2020. Those themes are Educational Achievement, Inclusive Culture, Innovation Through Collaboration, and University Identity. The tier two objectives were not yet defined as the committee began the calls for topic selection but remained central to the topic selection process. The emergent themes of the strategic plan are to **Transform** student lives, **Translate** knowledge to solutions, and **Transcend** boundaries; these are evident in the final QEP topic. These steps created a foundation for a topic that was grounded in this relevant data. In order to ensure full stakeholder investment, the committee chose to bring in more university stakeholder input to the process through a call for topic suggestions.

The QEP Topic Selection Committee's Call for Topic Suggestions

In March 2020, topic ideas were requested from the university community: students, faculty, staff, alumni, and community members. They were invited to submit topics for a QEP to enhance student success. The Topic Selection Committee placed the QEP Topic Suggestion Form on the QEP website, announcements were sent requesting topic submissions (see Table 0), and QEP presentations made to the UHCL community. Submissions were sent to the QEP email address.

Table 10. QEP Topic Suggestion Form

Name(s):	Email(s):
College/Department:	Strategic Theme Addressed:
Brief description/overview of topic:	
How will this improve student learning at UHCL?	
What are 3-5 learning outcomes that will lead to observable and measurable results?	

The Office of Institutional Effectiveness (OIE) received 22 topics (see Appendix B) suggestions from the campus community. To ensure that every committee member had an opportunity to participate in the discussions, three different virtual meetings were held where the relevant data was shared as they shared the presented topic ideas. The Topic Selection Committee discussed all the submissions and narrowed topics to: 1) Attending to Changes in Education in the 21st Century – Hawks ACE the 21st Century, 2) Literacies for Lifelong Learning, and 3) Writing Across the Disciplines. The proposers of the three selected topics were asked to submit a fully developed proposal using the format below (see Table 11).

Table 11. QEP Topic Proposal Form

Required Elements
Brief Description/Overview of the Topic. Topic should be clearly described and conceptualized. 1-2 paragraphs; no more than ½ page.
Rationale for Topic Selection: Relevance of the topic to the improvement of student learning at UHCL. The rationale must present literature, research, or assessment-based evidence to support the QEP topic. 3-4 pages
Desired Student Learning Outcomes: Specific, well-defined goals expected to lead to observable and measurable results. 1 page
Actions to be Implemented: Steps taken to achieve desired student learning outcomes should be feasible, reasonable, and flow logically from the rationale for topic selection and student learning outcomes. 1-2 page
Assessment: Suggested methods for assessing student learning outcomes that indicate prior literature review and research presented in the rational for topic selection. 1-2 pages

In September 2020, the three fully developed proposals were posted to the UHCL website for campus and community review. In October 2020, students, faculty, staff, alumni, and community members were invited to a virtual town hall where the proposers presented their topics and answered questions about the topics. Approximately forty-five students, faculty, and staff attended.

From October 23 to November 1, 2020, online voting opened and 189 votes were cast. Attending to Changes in Education in the 21st Century – Hawks ACE received 83 (43.9%) of the votes, Literacies for Lifelong Learning received 76 (40.2%) of the votes and Writing Across the Disciplines received 20 (15.9%) of the votes. Appendix C contains a detailed breakdown of the votes.

Bringing the institutional data and university priorities together with the stakeholder's input, the committee focused on a student learning objective for effective and appropriate interactions with individuals who differ from themselves. On November 2nd, the Topic Selection Committee provided President Ira Blake with a summary of the strengths and challenges of the top two topics (see Appendix D). In December, Dr. Blake announced her selection - Attending to Changes in Education in the 21st Century – Hawks ACE the 21st Century. The committee included the following Strategic Plan Tier Two Initiatives in this summary; Improve Student Experience Process and Improve Campus Diversity. These were central in the review through the connection of the outcomes that aligned with the proposals submitted. The Improve Student Experience Process objective states, the Academic Affairs Division targets supporting students participating in high-impact practices, including service-learning, learning communities, internships, culminating senior experiences study abroad or other global perspective building opportunities, and research with faculty. The Improve Campus Diversity Objective involves developing a culture of diversity, equity, inclusion, and access both in the curricular and co-curricular work.

The president and leadership team asked the QEP team to move forward with Changes in Education in the 21st Century – Hawks ACE the 21st Century. Next, a QEP Steering Committee was formed with four subcommittees: 1) needs assessment, 2) implementation, 3) assessment, and 4) promotion and marketing. Appendix E includes the list of the thirty committee members, which included faculty members, students, staff, community members, and alumni. This committee oversaw the development and refinement of the QEP topic through collaboration with university stakeholders. It was important that all voices were included in this refinement of the QEP.

QEP Topic Selection: *Becoming Aware: Cultural Interactions at UHCL*

As the QEP Steering Committee refined the QEP over the course of 2021, the QEP was renamed *Becoming Aware: Cultural Interactions at UHCL*, to reflect the student learning outcome of intercultural knowledge and competency. Although more focused to a single learning outcome, the revised QEP maintains a significant part of the original intent of the proposed QEP by focusing on intercultural knowledge and competency preparing students for the future by equipping them with skills necessary to adapt and be engaging while appreciating diversity in all forms.

III. Literature Review

Becoming Aware: Cultural Interactions at UHCL recognizes UHCL's responsibility to ensure that our students have the skills to be successful. Cultural interactions are enhanced by increased intercultural knowledge and competency. Intercultural knowledge and competency are defined as "the ability to work and communicate effectively and appropriately with people from culturally different backgrounds" (Alizadeh & Chavan, 2016 p. e120). The essence of these skills requires an emphasis on what students can do with their knowledge (van Laar et al., 2019). This requires that students receive a holistic education enabling them to combine content knowledge with procedural knowledge resulting in transferable knowledge (Ilomaki et al., 2016). Transferable knowledge enables students to adapt to changes in their lives, in their careers, and in their communities (Brundiers et al., 2020; National Research Council, 2012).

Intercultural knowledge and competency have been researched and models developed to better understand their foundations. Alizadeh & Chavan (2016) found that:

> "Cultural awareness, cultural knowledge and cultural skills/behaviour were posited as the most important elements of cultural competence in the majority of the frameworks. In some models, cultural awareness and cultural knowledge were combined as one element of cultural competence, namely the cognitive element. Generally, cultural awareness was defined as an individual's awareness of her/his own views such as ethnocentric, biased and prejudiced beliefs towards other cultures, and cultural knowledge was pronounced as the continued acquisition of information about other cultures. Cultural skills or behaviour was described as the communication and behavioural ability to interact effectively with culturally different people." (p. e120)

The challenge manifesting skills inside and outside the classroom is to identify the most appropriate strategies to help students build the capacity to shift to meet a workplace demand that is reinvented almost annually and to forge paths within occupations that might not yet exist in society (Dede & Richards, 2020). This goes beyond a set curriculum to shape the development of engaged learners who can review complicated phenomenon and discern how to respond, who can listen and attend to others, and who can situate themselves in a complex world with the ability to see the connections around them which will lead to responsible and creative actions (Green et al., 2021; Royo, 2017). Students need a transformational curriculum that utilizes inventive approaches to enable learners to build knowledge, values, and skills via formal instruction, application in real-world environments, and the experiences of daily life, with an awareness of how their personal and professional contexts influence their needs (Dede & Richards, 2020).

Cultural interactions can be examined under three facets: knowledge, skills, and attitudes. It was decided that this QEP would focus on intercultural knowledge (knowledge), intercultural teamwork (skill), and cultural humility (attitude). This review outlines the foundations of the measurement of these facets.

Intercultural Knowledge: Knowledge of cultural worldview frameworks, knowledge of cultural communication styles, and knowledge of cultural point of view are components of intercultural knowledge. Knowledge of a worldwide framework is sophisticated understanding of the important elements of another culture in relation to its history, values, politics, economy, or beliefs and practices (Bennett, 2008). The "ability to communicate effectively and appropriately in intercultural situations (Deardoff, 2006, p. 247)" is the demonstration of knowledge of cultural communication styles. Knowledge of cultural point of view is demonstrated through an understanding of one's own

point of view as well and the point of view of individuals from other cultures (Bennett, 2008).

Intercultural Teamwork: Fostering constructive team climate, contributing to team meetings, and being empathetic for team members are inherent in intercultural teamwork. Intercultural teamwork involves "sharing and discussion, bringing together different minds and cultures" with the aim of improving learning outcomes (Zhang, et al., 2022, p. 2). Fostering a constructive team supports a climate that treats team members with respect, conveys a positive attitude about the team and its work, while aiding and encouraging team members (Zhang, et al., 2022). Proficient contribution to team meetings helps the team move forward by constructively articulating the merits of ideas or proposals while listening and responding to all team members (Ross, 2015). Consistently acting in a supportive manner that recognizes the point of view and cultural aspects of other team members is being empathetic for team members (Ross, 2015).

Cultural Humility: Cultural self-awareness, curiosity of other cultures, and openness to cultural differences are integral to cultural humility. Cultural humility "is a process of openness, self-awareness, being egoless, and incorporating self-reflection and critique after willingly interacting with diverse individuals" (Foranda, et al., 2016, p. 213). Articulation of one's own cultural rules and biases and seeking to understand others' cultural rules and biases demonstrates cultural self- awareness (Foranda, et al., 2016). Curiosity of other cultures is where one asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives (Mikhaylov, 2016). In an openness to cultural difference, one will initiate and develop interactions with culturally different others. Additionally, a suspension of judgment, when interacting with culturally different others, is integral to cultural humility (Foranda, et al., 2016).

UHCL students will be prepared for the opportunities and challenges that await them in their future careers and their future lives through increased intercultural interactions. *Becoming Aware: Cultural Interactions at UHCL* will prepare UHCL students by providing intercultural skills and competencies needed to be successful both personally and professionally. UHCL's QEP student learning outcome (SLO) is intercultural knowledge and competency where *Students will use knowledge, skills, and attitudes to effectively and appropriately interact and work with individuals who differ from themselves*.

IV. Extending UHCL's Promising Practices

UHCL's previous QEP, Applied Critical Thinking for Lifelong Learning and Adaptability, continues to be an integral part of UHCL classroom pedagogy and is included in the UHCL core curriculum assessment (see Table 12). This is one indication of the continuing impact of critical thinking on student success, and we will build on this promising practice as we implement our next QEP.

Table 12. Critical Thinking Assessment in Core Curriculum Classes 2018-2020

Learning Outcome	Skill	Number	% meeting Criterion	Met / Not Met
Critical Thinking	Point of View	188	83.92	Met
	Creativity	139	82.99	Met
	Information & Evidence	521	76.07	Met
	Assumptions & Context	448	71.98	Met
	Concepts & Formulas	555	58.45	Not Met

The work of the previous QEP can be seen outside of the classroom through the incorporation of critical thinking. One example of such is the inclusion of critical thinking in the mission of the Division of Student Affairs. The Division of Student Affairs mission is to support students by enhancing academic success; inspiring critical thinking; and developing personal, professional, and leadership skills. As the implementation of *Becoming Aware: Cultural Interactions at UHCL* is underway, it is critical to leverage the institutional gains from our previous QEP.

Supporting the QEP with Current UHCL Initiatives

At UHCL, there are current departments and initiatives that will support the QEP goals of increasing the SLO of student intercultural knowledge and competency, strengthening the faculty implementation of the SLO in the curriculum, and supporting the inclusion of the SLO in the League of the Rising Hawks. UHCL's Education Abroad Program has been revitalized with the hiring of an Executive Director whose focus is on working with faculty to develop opportunities for students to participate in global experiences. This program's commitment to helping students pursue every possible opportunity to take their studies worldwide, enhances our students' understanding of the diversity they encounter on campus, in the community, and in their future careers. Study abroad works to help students find a unique program that maximizes their educational benefits and unique interests. This program supports the QEP student learning outcome - intercultural knowledge.

The University of Houston-Clear Lake Office of Global Learning and Strategy (GLS) comprises the International Admissions and Student Services, the Office of Education Abroad and Scholar Services (EASS), and the Diplomacy Institute (DI). It is dedicated to advancing international education to inspire curiosity, understanding, and engagement in our students, faculty, and staff at a global level. An example of how this office will be used to leverage new opportunities for the QEP can be seen within the EASS and DI.

The EASS provides administrative support for UHCL faculty to teach UHCL coursework abroad through faculty-led education abroad programs. UHCL's Education Abroad program ensures that faculty-led trips are academically rigorous, financially accessible, and integrated with courses of study. Faculty can share their knowledge and interest of another country and culture while at the same

time working closely with students, helping shape their experience both inside and outside of the classroom through meaningful engagement abroad. The office works with faculty to develop global learning experiences for students that provide them with opportunities that prepares them for success in a global society supporting intercultural teamwork and cultural humility.

The DI was established on July 29, 2020, in a groundbreaking partnership with the State of Qatar's Ministry of Foreign Affairs (MOFA) Diplomatic Institute. UHCL's Diplomacy Institute provides new educational programs for students, teaching opportunities for faculty, seminars and lectures for faculty and students, and the opportunity for partnership development with other institutions of higher education, governmental entities, non-governmental organizations (NGO's), and businesses. The Institute is evidence of UHCL's commitment to provide our students with the skills needed to be successful in a global community as they encounter future challenges.

UHCL's Institute for Human and Planetary Sustainability (IHAPS) has as its mission to promote innovative solutions and sustainable outcomes to global challenges through a multi-disciplinary approach bringing social, economic, environmental, and educational perspectives to the forefront. IHAPS provides new opportunities for our faculty and students to promote creative thinking and the usage of newly discovered knowledge to address both emerging and previously existing challenges. Additionally, it provides opportunities for project-based and experiential learning to our students, who will be tomorrow's leaders and agents of change supporting intercultural teamwork.

Becoming Aware: Cultural Interactions at UHCL builds on UHCL's previous QEP, *Applied Critical Thinking for Lifelong Learning and Adaptability*, which continues to be an integral part of UHCL classroom pedagogy, is included in the UHCL core curriculum assessment, and leveraged across the campus. UHCL will leverage the institutional knowledge gained in our previous QEP as we focus on a new student learning outcome.

V. Actions to Be Implemented

Actions required for the implementation of the QEP include implementation in both Academic and Student Affairs. Activities include professional development for faculty and staff to gain knowledge of the QEP student learning outcome, course design activities to implement the practices, and assessment methods to assess the impact of the activities on student success. The campus collaborators include the Academic Affairs departments, the four colleges, and the Division of Student Affairs offices. Alumni and community partners will assist with providing service-learning experiences, community-based learning, internships, and capstone projects. This section includes an implementation plan and timeline followed by information on awareness and marketing plans.

Academic Affairs Implementation Plan

As the Academic Affairs Implementation Committee (AAIC) drafted the implementation plan for the four colleges, it was determined that a rubric should be created for each objective of the QEP student learning outcome: **intercultural knowledge, intercultural teamwork, and cultural humility.** These rubrics are drawn from the assessment tools available in the literature reviewed during the development of the QEP. The rubrics (see Appendix F) each have three criteria and four levels of mastery, and are intended to be used at the end of a course as an overall summative assessment. It is recognized that not all three objectives are taught or developed in every course. Thus, throughout the implementation process, faculty will be able to identify which of the three objectives should be assessed in their course.

A key goal of the QEP is to help faculty incorporate various aspects of intercultural knowledge and competency in their courses. To support this goal, the implementation plan for the QEP *Becoming Aware: Cultural Interactions at UHCL* was developed by the AAIC and will be executed in four phases. Initially, a Summer 2022 pilot study of the outcome assessment rubrics, along with the creation of a professional development opportunities survey, was completed. Next, in Fall 2022, an expanded pilot study of the revised rubrics will be undertaken, followed by the identification of members for Spring 2023 Cohort I. Then, a rolling cohort identification and subsequent training program with be carried out in each long semester.

Finally, active cohort mentoring through professional learning communities will be implemented. This implementation of the QEP is designed to allow sufficient time for assessment preparation, marketing, participant identification, training, and peer mentoring throughout the QEP timeframe. It should be noted that marketing activities, training, and participant share-outs, such as faculty development week sessions, will continue throughout the five years of the QEP.

Summer 2022

During summer 2022, four faculty members piloted the three rubrics. The faculty were chosen because the primary outcome of their course directly relates to the QEP SLO: *Students will use knowledge, skills, and attitudes to effectively and appropriately interact and work with individuals who differ from themselves.* They provided feedback via a use survey and follow-up interview with respect to the implementation, usability, and appropriateness of the rubrics for assessing the three objectives. The rubrics were revised based on this feedback. The AAIC is developing Professional Development Opportunities survey to be disseminated to all faculty in the fall in conjunction with institutional marketing and promotional activities.

This survey will provide faculty the opportunity to provide input on the structure of the QEP professional development, as well as identify expert faculty who are willing to assist the Center for Faculty Development (CFD) with creating the professional development curriculum for the QEP. Survey questions will include items such as:

- Participation interest to identify cohort groups,
- Preferred method, format, and timeframe of professional development,
- Current level of knowledge and willingness to assist with faculty development activities, and
- Current practices in the classroom regarding increasing students' intercultural knowledge and competency.

Fall 2022

During fall 2022, the revised rubrics will be piloted by another group of at least six faculty who identified in the survey that their course outcome(s) are aligned with the QEP SLO. The faculty from the summer pilot will be included, provided that the fall course outcomes match the three criteria. In preparation for spring 2023 implementation, the activities listed below are planned for the fall 2022.

UHCL will host multiple QEP marketing events and information sessions. As part of this, information will be shared with faculty, staff, and students about:

- SLO and the objectives
- Assessment process
- Faculty development opportunities
- Impact on students and campus community

At this time, faculty will sign up to participate in a cohort group. This group will start in spring 2023, with additional cohorts added each long semester. Additionally, expert faculty and the CFD will create and organize the QEP professional development curriculum.

At the end of fall 2022, there will be approximately ten courses identified in which the curricular outcomes align with the QEP SLO. The rubric assessment data from these courses will provide the baseline for the measurement of the three SLO objectives.

Spring 2023 through Fall 2027 – Full Implementation

During spring 2023, the first cohort will participate in the QEP professional development, planning course activities, and aligning objective assessment(s). Faculty will engage in QEP related activities throughout the next five years, not just during the semester of initial participation and training. Faculty will engage in share outs about what is working, what help they need, and how students are responding to the addition of culturally responsive activities in their courses.

To encourage faculty participation, the following incentives will be provided.

- Fiscal support for initial training to support curriculum development/changes
- Fiscal support for each semester faculty complete the aligned objective rubric(s)
- Fiscal support for presenting at faculty development week on QEP implementation in their course
- Fiscal support to participate as a cohort trainer
- Competitive mini grants for course activities, additional curriculum development, external training (conferences, workshops).

The cohort model will continue each year, beginning fall 2023, with a new cohort being added each semester. We anticipate adding 12 faculty each semester, thereby having approximately 30% participation from full-time faculty across campus by the end of the QEP. The focus will be on full-time faculty; however, part-time faculty will be eligible and encouraged to participate as well.

Throughout implementation we will measure the QEP SLO objectives each semester. The resulting data will be used to measure the impact of the QEP, guide additional training and support for curricular enhancement of intercultural knowledge and competency. At full implementation, intercultural knowledge and competency will be pervasive throughout the curriculum.

Student Affairs Implementation Plan

The Division of Student Affairs mission is to support students by enhancing academic success; inspiring critical thinking; and developing personal, professional, and leadership skills. The division accomplishes this by providing innovative and transformative experiences. Nurturing the holistic wellbeing and student success through collaborative practices and culture of care is a division priority. The division's vision is to empower our UHCL Hawks to achieve their personal success and impact their communities.

A Division of Student Affairs QEP Workgroup was created to draft the implementation plan for the division that would support the QEP Becoming Aware: Cultural Interactions at UHCL. This team has created a structure that addresses how the Division of Student Affairs will participate in the QEP through the promotion and implementation of practices and assessment of the student learning outcome (SLO) as QEP partners. This will be achieved by connecting current and new initiatives that will complement the QEP SLO of intercultural knowledge and competency. The SLO's objectives of intercultural knowledge, intercultural teamwork, and cultural humility will be integrated using the platform that tracks student engagement. The workgroup will design and track assessments to support SLO fulfillment, build achievement badging, and provide in-depth student demographic data around participation in the QEP. A summary of these resources is outlined further below along with the implementation plan.

Development of the League of the Rising Hawks

In Fall 2021, the Division of Student Affairs announced the development of a division-wide initiative, initially called the Four Pillars of Student Engagement. This initiative was designed to enhance and expand what our students are already showcasing and be recognized for their leadership and service on the UHCL campus and with our community. The initiative, now rebranded as the League of the Rising Hawks program, encourages students to explore engagement opportunities inside and outside the classroom by using the four categories as their guide to program completion.

The League of the Rising Hawks program provides all UHCL students a roadmap for student engagement. Through the League of the Rising Hawks, students will be able to participate in student engagement experiences and build their co-curricular transcript. This will allow students to develop an important tool to showcase their involvement and accomplishments when applying for internships to graduate/professional school programs or to potential employers.

In order to receive credit for each of the categories, students will need to attend and/or participate in a set number of events or activities connected to each category. Student participation can be tracked in the Anthology Engage platform, GetInvolved. Additionally, students can self-report their engagement for any events not captured in the platform via the Self-Reported Activity Form (see Appendix G) to receive credit.

Students will be able to search for events advertised on UHCL GetInvolved (see Appendix H) categorized as the League of the Rising Hawks to complete the following four categories.

- Community Engagement - Students who engage this category will develop the healthy, respectful, and collaborative relationships needed to build better communities and will demonstrate an understanding of the importance of volunteerism and civic responsibility. Additionally, students will increase their sense of holistic wellbeing inclusive of all eight domains.
- Career and Professional Development - Students who engage this category will acquire and utilize practical and professional-level skills in communication, problem solving, teamwork, and strategy needed to thrive professionally.
- Social Responsibility and Advocacy - Students who engage this category will develop the skills and knowledge to build diverse communities, integrate a personal code of ethics, and identify their role in creating positive social change. This includes a demonstrated understanding of power and systemic injustice, and the importance of engaging in global citizenship.
- Scholarship and Academic Achievement - Students who engage this category will acquire and apply knowledge that supports their academic and personal growth in such areas as scholarly research, work with scholarly communities, partnership with faculty, and increased GPA attainment.

The events that will count towards completion of League of the Rising Hawks categories is not limited to Division of Student Affairs program utilization, as it was designed to encourage campus-wide participation as well. The fourth category, Scholarship and Academic Achievement, was specifically designed to encourage inclusion of Academic Affairs.

The League of the Rising Hawks for the QEP

Using the League of Rising Hawks program as the tool, the Division of Student Affairs will incorporate programs and experiences that highlight student intercultural knowledge and competency. This will be achieved by establishing a primary student learning outcome for the League of the Rising Hawks: **Students that participate in the League of the Raising Hawks will be able to use knowledge, skills, and attitudes to effectively and appropriately interact and work with individuals who differ from themselves**.

This student learning outcome, over time, will cover all four categories embedded within the program. The objectives of knowledge, skill, and attitudes will be mapped into the four categories. Examples of this mapping are listed below as a reference.

Objective Examples by category:

- Community Engagement – Students that complete this category will be able to demonstrate leadership qualities (skills) by working inclusively where each perspective is considered for the cooperative purpose of making progress toward common goals.
- Career and Professional Development – Students that complete this category will be able to articulate ideas (knowledge) and exhibit behaviors (skills) that cultivate teamwork and critical thought needed to function in a diverse workforce and global community.
- Social Responsibility and Advocacy – Students that complete this category will be able to express ideas (attitudes), identify behaviors (knowledge), and actualize practices (skill) that promote social justice and equity.
- Scholarship and Academic Achievement – Students that complete this category will be able to use academic channels that demonstrate (skill) intercultural knowledge and competency.

In preparation for a spring 2023 full implementation, the following timeline and activities have been identified.

Spring 2022

- During spring 2022, the Division of Student Affairs initiated a soft rollout of the League of the Rising Hawks.
- This included building and enhancing the program through the Anthology Engage platform also known as UHCL GetInvolved.
- A workgroup was created to design a marketing plan to encourage student buy-in.

Summer 2022

- Proposed and accepted an implementation and assessment plan for the Division of Student Affairs.
- Division of Student Affairs increased marketing efforts and showcased the program at key student programs, which includes but not limited to New Student Orientation, Weeks of Welcome, and the Student Involvement Fairs.

Fall 2022

- Create a marketing campaign to be implemented in spring 2023.
- Implement a training and development plan of the anthology platforms for Division of Student Affairs staff.
- Create an assessment team tasked with piloting the primary SLO for each category.
- Develop a plan to implement a pre/post-test strategy for the use of the Social Responsibility and Personal Responsibility Scale tool.
- Create a Division of Student Affairs Implementation Committee for QEP who will oversee the implementation for the Student Affairs QEP plan.

Spring 2023

- Implement the marketing plan to raise awareness of the program to increase recognizability and branding.
- Division of Student Affairs and participating campus partners will work collectively in adding experiential opportunities and programs that would fall under one (1) of the four (4) categories.
- Gather and enter self-reported data from students through various Anthology platforms starting with UHCL GetInvolved (Anthology Engage) which can demonstrate skill achievement (Anthology Milestone), assess the success of the program and student experience (Anthology Baseline), and showcase the student demographics that actively participated in the League of the Rising Hawks program (Anthology Insights and Program Review).
- The assessment team will pilot an assessment plan for each category's SLO and the incorporation of intercultural knowledge and competency.

Summer 2023 – Fall 2027

- The assessment team will assess the data received from the pilot assessment and revise assessment tools as needed.
- Implement changes to the SLO assessment plan based on feedback from the pilot
- Conduct a full review of the program to identify areas of improvement that would enhance the effectiveness of the program, specifically in the area of intercultural knowledge and competency.
- This will include a review of the primary SLO, the SLO objectives, and the programs and experiences that were connected to each category.
- At this point, the program should have a small number of active students that could be surveyed in order to obtain more data to determine modifications.
- Establish intercultural knowledge and competency development and learning as a key component to all programming connected to the four categories.
- Work with faculty to enhance intercultural knowledge and competency development and learning within the four categories and SLO.
- Continue to assess and make changes as needed to ensure that students understand and connect to the four categories.
- Building and finalizing digital recognition for each category as it relates to intercultural knowledge and competency.

Marketing Plan

Successful implementation QEP work must be marketed to the stakeholders. As such, the following marketing plan is being implemented along with the implementation plans from Academic and Student Affairs. The marketing plan has been designed to facilitate analysis, planning, and communication of UHCL's QEP through the execution of a strategic and targeted communication plan. The marketing and communication goals of this plan include:

- Execute a strategic and targeted communications plan to increase awareness of UHCL's QEP among employees and students
- Create awareness of and promote participation in QEP-related events and activities among students and employees
- Highlight impact of QEP to students, employees, and external community partners

Corresponding tactics, or tangible communication vehicles, have been recommended for deployment to reach the established goals. The marketing plan includes partnerships with Academic and Student Affairs to ensure clear communications on the connection of their work toward the successful implementation of the QEP. Marketing and Communications has also dedicated personnel and budget resources toward the marketing and branding of the QEP.

In preparation for the QEP full implementation, the following activities have been identified.

Summer 2022

- Created the marketing plan for the QEP.

Fall 2022

- Create the necessary collateral and facilitate the QEP branding.
- Create websites.
- Create newsletter and email templates.

Spring 2023 – Fall 2027

- Collect marketing assessment data.
- Continue to produce collateral and support QEP branding and marketing needs.

VI. Assessment

The purpose of the QEP, *Becoming Aware: Cultural Interactions at UHCL*, is to ensure that students have the skills necessary to adapt to a changing workforce that will require employees who, when faced with complex challenges, can adapt and thrive. To develop these skills, students need multiple opportunities for intercultural interactions to achieve the goals set in our QEP. This QEP is designed to have a lasting positive impact on the entire university community by accomplishing these three goals:

1. increasing the pervasiveness of intercultural knowledge and competency as a student learning outcome (SLO),
2. strengthening the faculty implementation of the SLO in the curriculum, and
3. increase student participation in the League of the Rising Hawks in which the SLO is embedded.

The assessment plan will provide continuous feedback to the campus about the implementation of the SLO and allow for points of correction throughout the five-years. The QEP Advisory Committee will review the assessments annually in order to provide data informed decisions about the progress and continuation of the work of the QEP. Assessment will be central in the annual reporting to the campus leadership. The following sections describe the assessment tools, alignment to the QEP goals, and the use of the data towards improvements in the implementation.

Assessment Descriptions

Core Curriculum Assessment

The Texas Higher Education Coordinating Board (THECB) requires institutions to assess six core objectives designed to prepare students for contemporary challenges: critical thinking, communication, empirical and quantitative skills, teamwork, social responsibility, and personal responsibility. Each core objective is broken into skills, aptitudes, or dispositions identified by UHCL faculty and labeled as Core Curriculum Outcomes. Of particular interest and related to our QEP topic is personal responsibility. Of particular interest to intercultural knowledge and competency are the skills of Application of Knowledge, New Perspectives, Articulation of Beliefs & Perceptions, and New Awareness. The Core Curriculum rubrics for this objective will be reviewed in the first year to ensure it aligns to the student learning outcome and that faculty are aware of this use toward the QEP goals. In addition, the core curriculum is measured in each long semester and is a valuable assessment tool that adds to the multiple forms of data collected for the QEP.

National Survey of Student Engagement (NSSE)

UHCL's National Survey of Student Engagement (NSSE) 2020 Multi-Year Report provided data that guided the development of this QEP and will be used to help measure the impact of the QEP. This NSSE data was gathered from first-year students and seniors. The NSSE multi-year report enables us to monitor the opportunities for first-year students to engage in service-learning experiences, participate in a learning community, conduct research with faculty members, participate in an internship or field experience, study abroad, and interactions with diverse others. This report provides data on senior experiences with service learning, conducting research with faculty members, participating in internships or field experiences, study abroad, and interactions with diverse others. Data from the NSSE 2020-Multi-Year Report provides a baseline for measuring the impact of our QEP

Social Responsibility and Personal Responsibility Scale

The Social Responsibility and Personal Responsibility Scale tool (see Appendix I) will be used to gather pretest and posttest data in courses that include practices of intercultural knowledge and competency. This assessment will also be modified and used for students participating in co-curricular activities through the League of the Rising Hawks. This tool is of particular use of the improvements in the implementation of the QEP as a formative tool understanding how students are gaining intercultural knowledge and competency as a result of the QEP.

Intercultural Knowledge and Competency Rubrics

UHCL created the Intercultural Knowledge and Competency rubrics (see Appendix F) by adapting the American Association of Colleges and Universities' Intercultural Knowledge and Competence Value Rubric. The rubric allows for "a systematic way to measure our capacity to identify our own cultural patterns and compare and contrast them with others." The adapted rubrics provide demonstrated performance levels of knowledge acquisition, skill mastery, and attitude attainment

Assessment Process

The QEP Advisory Committee will track the assessment activities as directed by the Director of Assessment/QEP, who will ensure that there is a database of students' participation in QEP activities. The student learning outcome will be assessed within the activities using rubrics. Each semester the collected data from the students will be analyzed and discussed to ensure ongoing refinements to the activities and the assessment to track the development of the learning outcome. This committee will also track the faculty and staff involved in the implementation and assessment of the QEP activities. Faculty and staff leading the curricular and co-curricular activities will be responsible for implementing the assessments, collecting the data, and providing the data to the Director of Assessment/QEP. The Assessment Data Analyst will process the data and provide the results to the QEP Leadership Team who will make recommendations for any revisions that might be needed to ensure the student learning objectives are met through the QEP Advisory Committee and the annual reporting process.

Academic Assessment Process

Center for Faculty Development Assessment

Center for Faculty Development (CFD) will survey the faculty before creating the professional development curriculum training for the QEP. Survey questions will include items such as:

- Participation interest to identify cohort groups,
- Preferred method, format, and timeframe of professional development,
- Current level of knowledge and willingness to assist with faculty development activities.
- Current practices in the classroom regarding increasing students' intercultural knowledge and competency

This survey data will be the baseline data for understanding the faculty implementation of the SLO into the curriculum. Further, the Center for Faculty Development will track the faculty who complete the training and the courses that incorporate the use of rubrics and tools provided from the training.

Intercultural Knowledge and Competency Rubrics

The academic assessment plan was created by the AAIC and is guided by the QEP literature review. The QEP SLO, Students will use knowledge, skills, and attitudes to effectively and appropriately interact and work with individuals who differ from themselves, has three objectives: intercultural knowledge, intercultural teamwork, and cultural humility. A course rubric was created for objective based upon the American Association of Colleges and Universities (AACU) Value rubrics (Bennett, 2008). The intercultural knowledge and humility rubrics were created based upon the Intercultural Knowledge and Competence Value Rubric. The intercultural teamwork rubric was taken from the Teamwork Value Rubric (Bennett).

The rubrics (Appendix F), each have three criteria and four levels of mastery and are intended to be used at the end of a course as an overall summative assessment. The committee realizes that not all three objectives are taught or developed in every course. Thus, throughout the implementation process, faculty will be able to identify which of the three objectives should be assessed in their course.

Steps for Assessment

1. Participating faculty will determine which of the three objectives match the outcome(s) of their course.
2. The Director of Assessment/QEP will provide each instructor with the necessary Blackboard rubric(s) and instructions to add to the rubrics to the Grade Center in their course shell.
3. Faculty will evaluate students at the end of the course.
4. Data will be collected by the Director of Assessment/QEP for analysis.

In addition to course rubric data, the number of faculty engaged in the QEP and the number of courses with QEP related outcomes assessment will be tracked. The goal is to increase the number of faculty implementing QEP related activities in their courses, thus increasing students' opportunities for engagement in the academic setting. The number of faculty participating in the summer pilot was four. Our goal is to have at least six faculty participate in the fall 2022 assessment pilot, providing foundational data for faculty involvement and course exposure. The rubric data from the summer and fall pilots will provide us baseline student data to identified areas of need for the faculty curriculum training that will begin spring 2023. Additionally, each semester's student data will help inform the additional faculty training needs for the next semester.

Student Affairs Assessment Process

An assessment team will be created in the fall of 2022 to take ownership over the tracking of the League of the Rising Hawks assessment plan. In piloting the primary SLO in each category for fall 2022, a rubric will be created for use in the approval process for all new events/activities that are submitted for inclusion in the League of the Rising Hawks. Programs that do not include intercultural knowledge and competency in the event/activity will be asked to edit the proposal in order to be included in the League of the Rising Hawks. The mapping of knowledge, skills, and attitudes in the event/activity evaluation will also be included in the assessment.

Student participation in the League of the Rising Hawks will be a critical indicator of the program's success in facilitating student engagement and co-curricular learning. The number of unique students enrolled in the League of the Rising Hawks during the academic year 2021-2022 was 833. By including intercultural knowledge and competency to the program, it is expected that student participation will increase.

Assessment Goal Matrix

The following table outlines the assessment tools as they align to the goals of the QEP. Additionally, baseline measure, targets, assessment owner, and timelines of data collection are also included. This alignment of the goals, measures, and targets will provide a guide in the acknowledgement of the successful progression of the QEP.

Goal	Assessment	Baseline Data	Target	Assessment Owner	Timeline
increasing the pervasiveness of student learning outcome of intercultural knowledge and competency	NSSE	2021 NSSE UHCL Collaborative Learning mean score 23.9 and Discussion Diverse Others mean score 34.5	2026 NSSE UHCL Collaborative Learning mean score 29.0 and Discussion Diverse Others mean score 37.9	Office of Planning and Assessment	Annual
	Core Curriculum Social Responsibility Measure	50% of the skills Application of Knowledge, New Perspectives, Articulation of Beliefs & Perceptions, and New Awareness @ Met	100% of the skills Application of Knowledge, New Perspectives, Articulation of Beliefs & Perceptions, and New Awareness @ Met	Office of Planning and Assessment	Long Semesters
	Graduate Student Survey	10 semester aggregate score of 93% agreement	Retain 90% or higher agreement on the social responsibility measures	Office of Planning and Assessment	Annual
strengthening the faculty implementation of the SLO in the curriculum	Courses that incorporate the SLO	TBD in Fall 2022 from the survey data	14 new courses for each year	Center for Faculty Development	Annual
increase student participation in the League of the Rising Hawks in which the SLO is embedded	Event/activity rubric	0 QEP designated events – designation starts in Fall 2022	all QEP designated and approved events will have the SLO embedded	Student Involvement & Leadership	Each long semester
	Percent of the student population participation enrollment in program	Academic year 2021-2022 = 833 total unknown % (will be calculate after end of Summer 2022)	30% of the student population will participate in the League of Rising Hawks in academic year 2026-2027	Student Involvement & Leadership	Annual

Additional Assessment Considerations

Continuous feedback is necessary to ensure that the campus is meeting the goals of the QEP. Additionally, measures and assessment beyond these goals to provide for informed decision making. Through the implementation of the QEP, formative and summative assessments will be tracked and used. It is important to assess and use this data and therefore it is noted here.

- The intercultural knowledge and competency rubric data from the courses will provide formative data to identified areas of need for the faculty curriculum training to ensure that the SLO is incorporated into the courses and curricular changes are continued to be made to ensure learning for intercultural knowledge and competency.
- The pre-/post-test data from the Social Responsibility and Personal Responsibility Scale will be used as a formative assessment for course and co-curriculum improvements that are needed in regard to the learning outcome.
- A secondary data point that Student Affairs will track is the number of students who participate in the league of the Rising Hawks and achieve success in each of four categories. This data will also inform the engagement level of the students in the SLO providing ways to ensure the reach of the QEP is appropriate.
- Student Affairs will also use the pre/post assessment of the Social Responsibility and Personal Responsibility Scale for the League of the Rising Hawks to provide formative data to the events/activities around the incorporation of intercultural knowledge and competency in their events/activities.
- Marketing and Communications will track the outreach to ensure that the marketing efforts are effective. This measure will also provide data on the campus-wide buy-in and understanding how the campus community is engaged in the QEP.

VII. Timeline

The timeline below includes details regarding the QEP activities, student learning outcomes, assessment, and impact of this initiative. It provides a broad overview of the five-year span to guide us to refine further and implement the QEP. Ongoing assessments conducted each semester will enable us to determine if short-term objectives are met and to make any needed adjustments to ensure our long-term objectives are met. Additionally, annual reports will provide the information to make any needed adjustments to the assessments, activities, and resources required to ensure the impact of the QEP on our students. As adjustments are made, the changes will be documented, and the outcomes will be tracked in annually. This preparation for the Fifth Year Impact Report will allow UHCL to continuously track the impact of the QEP and institutional improvements.

Year 0 (2021-2022)

Semester	Assessment	Administration	Awareness	Professional Development
Spring 2022	Developed a comprehensive assessment plan	QEP Steering Committee met monthly throughout the project SACSCOC on-site reaffirmation visit Division of Student Affairs initiated a soft rollout of the League of the Rising Hawks.	Increase marketing efforts to showcase the program at key student programs, which include but not limited to New Student Orientation, Weeks of Welcome, and the Student Involvement Fairs.	Training sessions for full- and part-time faculty and student affairs staff interested in developing co-curricular and curricular activities related to QEP SLO
Summer 2022	Identify & implement summer pilot program of four (4) classroom-based specific QEP-related activities & assessment of rubrics	Developed a Professional Development Opportunities survey Proposed an implementation and assessment plan for the Division of Student Affairs		

Year 1 (2022-2023)

Semester	Assessment	Administration	Awareness	Professional Development
Fall 2022	Evaluate data from the summer pilot and determine if revisions are needed Identify & implement fall pilot program of six (6) classroom-based specific QEP-related activities & assessment of revised rubrics	Distribute the Professional Development Opportunities survey Identify at least ten (10) classroom-based faculty participants for the next semester Create a Division of Student Affairs Implementation Committee	Multiple QEP marketing events and information sessions to share information with faculty, staff, and students about: SLO and the objectives Assessment process Faculty development opportunities Impact on students and campus community SLO	Expert faculty and the CFD will create and organize the QEP professional development curriculum SLO
Spring 2023	Administration and collection of QEP assessments Evaluate data and determine if revisions are needed	Identify & implement at least twelve (12) new classroom-based for the semester Implement any revisions determined from data analysis	Full- and part-time faculty and student affairs staff are updated on QEP activities and recruited for participation in developing & offering activities Students are informed of the QEP SLO and the benefits of participating through digital and face-to-face events	Training sessions for Full- and part-time faculty and student affairs staff interested in developing co-curricular and curricular activities related to QEP SLO
Summer 2023	Administration and collection of QEP assessments Evaluate data and determine if revisions are needed	Identify & implement at least two (2) new classroom-based for the current semester Make any program revisions as indicated in the data		

Year 2 (2023-2024)

Semester	Assessment	Administration	Awareness	Professional Development
Fall 2023	Administration and collection of QEP assessments Evaluate data and determine if revisions are needed	Identify & implement at least five (5) classroom-based for the semester Implement any revisions determined from data analysis	Full- and part-time faculty and student affairs staff are updated on QEP activities and recruited for participation in developing & offering activities Students are informed of the QEP SLO and the benefits of participating through digital and face-to-face events	Training sessions for Full- and part-time faculty and student affairs staff interested in developing co-curricular and curricular activities related to QEP SLO
Spring 2024	Administration and collection of QEP assessments Evaluate data and determine if revisions are needed	Identify & implement at least five (5) classroom-based for the semester Implement any revisions determined from data analysis	Full- and part-time faculty and student affairs staff are updated on QEP activities and recruited for participation in developing & offering activities Students are informed of the QEP SLO and the benefits of participating through digital and face-to-face events	Training sessions for Full- and part-time faculty and student affairs staff interested in developing co-curricular and curricular activities related to QEP SLO
Summer 2024	Administration and collection of QEP assessments Evaluate data and determine if revisions are needed	Identify & implement at least two (2) classroom-based for the current semester Revisions indicated in the data		

Year 3 (2024-2025)

Semester	Assessment	Administration	Awareness	Professional Development
Fall 2024	Administration and collection of QEP assessments Evaluate data and determine if revisions are needed	Identify & implement at least five (5) classroom-based for the semester Implement any revisions determined from data analysis	Full- and part-time faculty and student affairs staff are updated on QEP activities and recruited for participation in developing & offering activities Students are informed of the QEP SLO and the benefits of participating through digital and face-to-face events	Training sessions for Full- and part-time faculty and student affairs staff interested in developing co-curricular and curricular activities related to QEP SLO
Spring 2025	Administration and collection of QEP assessments Evaluate data and determine if revisions are needed	Identify & implement at least five (5) classroom-based for the semester Implement any revisions determined from data analysis	Full- and part-time faculty and student affairs staff are updated on QEP activities and recruited for participation in developing & offering activities Students are informed of the QEP SLO and the benefits of participating through digital and face-to-face events	Training sessions for Full- and part-time faculty and student affairs staff interested in developing co-curricular and curricular activities related to QEP SLO
Summer 2025	Administration and collection of QEP assessments Evaluate data and determine if revisions are needed	Identify & implement at least two (2) classroom-based for the current semester Implement any revisions determined from data analysis		

Year 4 (2025-2026)

Semester	Assessment	Administration	Awareness	Professional Development
Fall 2025	Administration and collection of QEP assessments Evaluate data and determine if revisions are needed	Identify & implement at least five (5) classroom-based for the semester Implement any revisions determined from data analysis	Full- and part-time faculty and student affairs staff are updated on QEP activities and recruited for participation in developing & offering activities Students are informed of the QEP SLO and the benefits of participating through digital and face-to-face events	Training sessions for Full- and part-time faculty and student affairs staff interested in developing co-curricular and curricular activities related to QEP SLO
Spring 2026	Administration and collection of QEP assessments Evaluate data and determine if revisions are needed	Identify & implement at least five (5) classroom-based for the semester Implement any revisions determined from data analysis	Full- and part-time faculty and student affairs staff are updated on QEP activities and recruited for participation in developing & offering activities Students are informed of the QEP SLO and the benefits of participating through digital and face-to-face events	Training sessions for Full- and part-time faculty and student affairs staff interested in developing co-curricular and curricular activities related to QEP SLO
Summer 2026	Administration and collection of QEP assessments Evaluate data and determine if revisions are needed	Identify & implement at least two (2) classroom-based for the current semester Implement any revisions determined from data analysis Write the first draft of the QEP Impact Report due in March 2027		

Year 5 (2026-2027)

Semester	Assessment	Administration	Awareness	Professional Development
Fall 2026	Administration and collection of QEP assessments Evaluate data and determine if revisions are needed	Identify & implement at least five (5) classroom-based for the semester Implement any revisions determined from data analysis	Full- and part-time faculty and student affairs staff are updated on QEP activities and recruited for participation in developing & offering activities Students are informed of the QEP SLO and the benefits of participating through digital and face-to-face events	Training sessions for Full- and part-time faculty and student affairs staff interested in developing co-curricular and curricular activities related to QEP SLO
Spring 2027	Administration and collection of QEP assessments Evaluate data and determine if revisions are needed	Identify & implement at least five (5) classroom-based for the semester Implement any revisions determined from data analysis	Full- and part-time faculty and student affairs staff are updated on QEP activities and recruited for participation in developing & offering activities Students are informed of the QEP SLO and the benefits of participating through digital and face-to-face events	Training sessions for Full- and part-time faculty and student affairs staff interested in developing co-curricular and curricular activities related to QEP SLO
Summer 2027	Administration and collection of QEP assessments Evaluate data and determine if revisions are needed	Identify & implement at least two (2) classroom-based for the current semester Implement any revisions determined from data analysis		

VIII. Institutional Support of the QEP

In order to ensure that *Becoming Aware: Interactions at UHCL* is successful, the institutional support will be outlined from the changes in the organizational structures at the institution and the budgetary resources that are dedicated to our QEP. Appendix J includes the QEP administrative/management organizational chart for the positions described below.

The roles and descriptions of QEP related positions are below and provide context of the institutional support for the QEP and on-going resources dedicated to its success.

UHCL Positions and Supporters

Senior Vice President for Academic Affairs and Provost - The Senior Vice President for Academic Affairs and Provost is responsible for all academic activities at the university. The QEP Steering Committee will report to the Senior Vice President for Academic Affairs and Provost.

Associate Vice President for Academic Affairs - In the absence of the Provost, the Associate Vice President for Academic Affairs (AVPAA) provides primary administrative supervision and guidance to all the academic leadership and administrative staff reporting to the Provost's Office. The AVPAA is also designated as the SACSCOC Accreditation Liaison.

Director of Assessment/QEP - This Director reports to the Executive Director of Planning and Assessment, who reports to the AVPAA, and started on August 1, 2022. She has the primary responsibility for the daily operations related to implementing the UHCL QEP, including serving as Co-Chair of the QEP Leadership Team. Approximately 70% of the duties of this position will be the new duties required of the QEP as described below. The remaining 30% will be assessment and planning related-duties. Responsibilities of the Director include the following:

- Collaborate with the Provost, Associate Vice President for Academic Affairs, Executive Director of Academic Planning and Assessment, Faculty Co-Chair, and Staff Co-Chair in providing a process for the selection of QEP Steering Committee members
- Collaborate with the QEP Leadership Co-Chairs in setting periodic meeting times and agendas for such meetings
- Report to the QEP Leadership periodic evaluation, progress, and status of the QEP so that the QEP can be revised as necessary
- Write the annual SACSCOC QEP report
- Direct the administrative duties associated with the QEP
- Act as liaison to upper-level administrators: Provost, Vice Presidents, Associate Vice Presidents, Assistant Vice Presidents, and Deans
- Perform other assignments as needed for the success of the QEP process
- Direct planning and assessment processes

QEP Advisory Committee Faculty Co-Chair - The QEP Advisory Committee Faculty fellow was appointed by the Provost's Office on January 18, 2022 and receives a stipend and course release. Responsibilities of the Faculty Co-Chair include, but are not limited to, the following:

- Collaborate with the Provost, Vice President for Student Affairs, Associate Vice President for Academic Affairs, Director of Assessment/QEP, and in providing a process for the selection of Leadership Team members
- Collaborate with the Director of Assessment/QEP in setting periodic meeting times and agendas for such meetings
- Lead the Leadership Team as it assists faculty with the implementation of the QEP, as it periodically revises the QEP, and as it reviews and approves the annual SACSCOC QEP report
- Organize QEP Advisory Committee subcommittees as needed to carry out responsibilities of the Leadership Team and assign members to such subcommittees
- Act as liaison to upper-level administrators: Provost, Vice President for Student Affairs, Associate Vice Presidents, Assistant Vice Presidents, and Deans
- Perform other assignments as needed for the success of the QEP process

Lead Faculty - Each college will appoint faculty representatives for the QEP Advisory Committee. Service on the committee will provide faculty with additional professional development and greater insight to the UHCL QEP processes. Each faculty member will receive a stipend. Responsibilities of the Lead Faculty include, but are not limited to, the following:

- Serve as School Representative on the Leadership Team
- Act as liaisons between Leadership Team and respective college
- Lead the QEP activities in their respective college
- Serve as mentors for new faculty
- Perform other assignments as needed for the success of the QEP process

Assessment Data Analyst - The Assessment Data Analyst provides technical expertise in the development, implementation, and management of assessment data solutions for the Office of Planning and Assessment. This person started on July 1, 2022. This position collects and analyzes data related to the QEP processes helping to maintain an efficient and effective QEP. This position reports to the Director of Assessment/QEP.

Administrative Assistant III - The Administrative Assistant III will perform secretarial duties associated with the QEP implementation, such as creating Word documents, maintaining Excel spreadsheets, setting up meetings, posting information to the website, disseminating information to internal and external stakeholders, taking minutes, and performing other duties as they occur. These duties will help maintain the ongoing effectiveness of the QEP process. This position will report to the Director of Assessment/QEP.

Student Worker(s) - Student Workers will provide a maximum of 20 hours of clerical assistance per week to the Office of Planning and Assessment and the work will be in direct support of the QEP. This position will report to the Director of Assessment/QEP.

Center for Faculty Development - Campus expertise in professional development is embodied in the Center for Faculty Development, which supports faculty members by providing the resources to improve their teaching, research, and professional skills. The Center's mission is to promote and sustain a campus culture that values intellectual inquiry, scholarship, and creative engagement, making it a logical place to learn how to design and implement SLO practices to ensure student learning. Sessions will provide faculty and staff with a community of practice as they develop and implement their QEP activities. The expectation is that in the semester prior to implementation, faculty and staff spend time learning together as they develop their QEP activities.

Student Affairs - Collaborators from the Division of Student Affairs include these offices: Career Services; Orientation and New Student Programs; Student Diversity, Equity and Inclusion; Student Involvement and Leadership; and Student Publications. Career Services assists students with resume writing, mock interviews, and career networking events to prepare for internships and capstone projects. Orientation and New Student Programs will provide students with knowledge of available campus resources and help students become aware of how to participate in QEP activities. Student Diversity, Equity and Inclusion is committed to cultivating, supporting, nurturing, and affirming a diverse university environment that fosters authentic and inclusive relationships among members of the UHCL community. Their training events and workshops provide students with the tools and knowledge to explore core values, including critical thinking, diversity, inclusion, and integrity. The Office of Student Involvement and Leadership is committed to helping students explore ways to get involved on campus and in the community as they develop new leadership talents and engage in meaningful experiences that will prepare them for the challenges of tomorrow. UHCL's student newspaper, The Signal, keeps students informed about QEP development and implementation.

The QEP Advisory Committee

The Quality Enhancement Plan (QEP) Advisory Committee will direct the QEP during implementation and be co-chaired by QEP Advisory Committee Faculty fellow and the Director of Assessment/QEP. The Faculty Co-Chair will work with faculty and provide faculty feedback to the Director of Assessment/QEP. The Director will administer the daily operations of the plan. The QEP Advisory Committee will act as an oversight committee to the QEP process and have the duties described below. The Associate Vice President for Academic Affairs/SACSCOC Liaison will update the Senior Leadership at monthly meetings about the QEP as needed. The Senior Leadership team includes, VPs, AVPs, deans, Faculty Senate presidents, Police Chief, and others in campus leadership roles. The Faculty Co-Chair will work with the Director of Assessment/QEP to implement the plan and report progress of the QEP to the provost and president through an annual reporting process.

Membership of the QEP Advisory Committee include the following:

- Co-Chair (Faculty)
- Co-Chair (Division of Student Affairs)
- Co-Chair (Administrator) – QEP Director—ex officio
- Faculty Members (Lead Faculty) - one from each college
- Center for Faculty Development Representative
- Library Representative
- Strategic Enrollment Management Representative
- Division of Student Affairs Representatives
- University Staff Association Representative
- Student Representative
- Alumni Association Representative
- Area Business Representative
- Area Organization Representative
- Associate Vice President for Academic Affairs\SACSCOC Liaison—ex officio

Expectations of the QEP Advisory Committee

The QEP Advisory Committee will act in an advisory capacity to the co-chairs and the Director of Assessment/QEP to ensure the successful implementation of the QEP. Service on this team will provide members with additional professional development and greater insight to the UHCL QEP processes. The typical term on this committee will be three years (but can be extended) and staggered in approximately three equal groups; however, some initial terms may be longer until the staggered rotations are implemented. Other representatives will be chosen by their respective offices or organizations.

Smaller subcommittees may be created from this committee to address specific tasks. These subcommittees may also enlist the assistance of key UHCL personnel with expertise related to their specific subcommittee. Responsibilities of the subcommittees include, but are not limited to, the following:

- Provide oversight of the implementation, evaluation, and revision of the QEP
- Act as liaisons between the Leadership Team and their respective schools and departments
- Review and approve the annual SACSCOC Report
- Review and approve QEP activities
- Assist faculty and staff with assessing QEP where needed
- Plan, design, and implement QEP workshops
- Provide oversight of the QEP website
- Perform other assignments as needed for the success of the QEP process

Budget Narrative and Table

UHCL has committed sufficient resources to implement Becoming Aware: Cultural Interactions at UHCL for the five years of implementation. As the original QEP Steering Committee operationalized the QEP, drafts of the document and the budget (see Table 13) were shared with UHCL administrators including, the President, Provost, and Vice President for Administration and Finance. Working together, the committee and the administration ensured that the budget included new money to sufficiently fund the QEP. This commitment is evidenced by the creation of two new positions, Director of Assessment/QEP and a full-time dedicated Assessment Data Analyst, both hired in summer 2022.

QEP Staffing

Three new positions are dedicated to UHCL's QEP. The new position of Director of Assessment/QEP, hired on August 1, 2022, dedicates 70% of the time to the QEP. A full-time dedicated Assessment Data Analyst, hired July 1, 2022, provides assessment and analysis support to the Office of Planning and Assessment. The Faculty Co-Chair will receive a stipend and course release for each long semester and summer, and each Lead Faculty on the Leadership Team will receive a stipend for each long semester. Lead Faculty will assist with professional development. The new position of Administrative Assistant III for the Office of Accreditation and Assessment (100% assignment to QEP) will provide secretarial support to the Director of Assessment/QEP and the Faculty Co-Chair of the QEP Leadership Team. In addition, funds are budgeted for student workers to provide 20 hours of support to this office.

Professional Development

These funds support the Director of Assessment/QEP, the analyst, and the faculty co-chair to attend the SACSCOC summer institutes and annual meetings. These funds also support conference travel, professional development sessions, and webinars for the team to enhance their knowledge of concepts and best practices related to the project. Training support and guest speakers will be hired for the professional development events. Faculty and Student Affairs staff will be awarded funds to create activities that support the QEP. Faculty funds will include ($500) materials, ($250) professional development sessions, and ($250) assessment data support. Student Affairs Division funds will include ($1,000) materials contingent on attending professional development sessions and conducting assessments.

Equipment, Space, Furnishings, and Supplies

Due to the nature of a focus on student learning there is limited need for new resources however it is recognized that funds will be needed in this area to ensure a successful QEP. With new staffing, equipment, space, furnishing, and supplies will be needed. Funds have been dedicated to ensuring appropriate office supplies and equipment through the provost. Office space has been allotted for the new staff positions, with renovations planned for the academic year 2022-2023 for a centralized location for Planning and Assessment. Additionally, the National Survey of Student Engagement (NSSE) will be used to assess the impact of students' participation interactions, and will be funded throughout the QEP.

Communication and Promotion

The Marketing and Communications team has dedication significant resources to the QEP to ensure that we are successful. Appendix K includes the full marketing plan with current and future budget commitments.

Internal awareness campaigns will be ongoing to advertise the participation based on the roles and goals of the marketing plan. The marketing plan is tiered to provide more collateral and materials in the first years of the plan and will be less in the later years. Specific expense will be focused on marketing collateral that will facilitate a successful communication plan. Collateral includes branding artwork, web microsite platforms, marketing templates for PowerPoint and newsletters, CMS communication build out, retractable banners, on campus flyers and print materials, and swag.

Table 13. Budget Table

Budget Category	Year 1 2022-2023	Year 2 2023-2024	Year 3 2024-2025	Year 4 2025-2026	Year 5 2026-2027
Personnel					
QEP Director	$101,000	$105,040	$109,242	$113,611	$118,156
Assessment Data Analyst	$50,000	$52,000	$54,080	$56,243	$58,493
Department Asst. III	$38,000	$39,520	$41,101	$42,745	$44,455
Faculty Co-Chair Stipend	$20,000	$20,000	$20,000	$20,000	$20,000
Faculty Co-Chair Course Release	$6,000	$6,000	$6,000	$6,000	$6,000
Lead Faculty Stipends	$25,000	$25,000	$25,000	$25,000	$25,000
Student Workers	$15,000	$15,000	$15,000	$15,000	$15,000
Fringe Benefits					
Full-Time Staff	$56,700	$58,968	$61,327	$63,780	$66,331
Student Workers	$1,350	$1,350	$1,350	$1,350	$1,350
Subtotal	$313,050	$322,878	$333,099	$343,729	$354,784
Professional Development					
Workshop/Conference Registration Fees	$4,000	$4,000	$4,000	$4,000	$4,000
Staff Conference Travel	$5,000	$5,000	$5,000	$5,000	$5,000
Faculty Travel	$6,000	$6,000	$6,000	$6,000	$6,000
Student Travel	$6,000	$6,000	$6,000	$6,000	$6,000
Faculty and Staff PD	$20,000	$20,000	$20,000	$20,000	$20,000
Speakers/Training Support	$10,000	$10,000	$10,000	$10,000	$10,000
Faculty QEP Activities	$4,000	$11,000	$12,000	$14,000	$14,000
Student Affairs QEP Activities	$4,000	$11,000	$12,000	$14,000	$14,000
Subtotal	$59,000	$73,000	$75,000	$79,000	$79,000
Equipment, Furnishing and Supplies					
Computers, Copier, Printers	$8,000	$1,000	$1,000	$8,000	$1,000
QEP Office Supplies	$1,500	$1,500	$1,500	$1,500	$1,500
Printing	$1,000	$1,000	$1,000	$1,000	$1,000
NSSE Assessment	$5,500	$5,500	$5,500	$5,500	$5,500
Subtotal	$16,000	$9,000	$9,000	$16,000	$9,000
Communication/Promotion					
Publication Materials	$10,000	$10,000	$6,000	$6,000	$6,000
Outreach Programs	$9,000	$9,000	$8,000	$8,000	$6,000
Subtotal	$19,000	$19,000	$14,000	$14,000	$12,000
Grand Total QEP Budget	**$407,050**	**$423,878**	**$431,099**	**$452,729**	**$454,784**

IX. Conclusion

At UHCL, *Becoming Aware: Interactions at UHCL* will transform student learning. We are using the momentum from the previous QEP with a new focus on intercultural knowledge and competency. Our focus on course level activities will provide opportunities throughout the curriculum for intentional interactions. The concentration of intercultural knowledge and competency in the League of the Rising Hawks will translate to a co-curricular partnership that students will be able to participate in. By the conclusion of our QEP, UHCL transforms the campus environment by supporting students learning the knowledge, skills, and attitudes necessary to engage in cultural interactions that enable them to succeed in our global community and beyond. UHCL will provide a student experience that will be authentic, developmental, transformative, and future-focused.

X. References

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XI. Appendices

Appendix A. UHCL Fall 2020 Snapshot Data

UHCL FALL 2020 SNAPSHOT

Enrollment

Undergraduate	6,807 (75.2%)
Graduate	2,246 (24.8%)
Total Headcount	**9,053**
Full-time: 4,237	Part-time: 4,816

Enrollment by College

BUS	2,612 (28.9%)
COE	1,528 (16.9%)
HSH	2,448 (27.0%)
CSE	2,403 (26.5%)
Undecided	62 (0.7%)

Gender

	Male	Female
UGRD	2,514 (27.8%)	4,293 (47.4%)
GRAD	784 (8.6%)	1,462 (16.2%)
Total	**3,298 (36.4%)**	**5,755 (63.6%)**

Classification

Freshmen	432 (4.8%)
Sophomore	442 (4.9%)
Junior	2,522 (27.9%)
Senior	3,186 (35.2%)
Post-baccalaureate	225 (2.5%)
Master Level	2,074 (22.9%)
Doctoral Level	172 (1.9%)

Ethnic Origin

White	3,162 (34.9%)
Hispanic/Latino	3,592 (39.7%)
Black	782 (8.6%)
International	347 (3.8%)
Other	1,170 (12.9%)

Pearland Campus

Enrollment

Undergraduate	379 (67.7%)
Graduate	181 (32.3%)
Total Headcount:	**560**
Full-time: 370	Part-time: 190

International Students

Enrollment	347
# of countries represented	39
6 countries with greatest enrollment:	
India, Vietnam, Nigeria, Saudi Arabia, China, Nepal	

First Time or Transfer Students

First time in college (UGRD)	363
First time at new level (GRAD)	465
Transfer at same level	1,195
Continuing	7,030

Average Age

Undergraduate	26
Graduate	32

Residency (Permanent Address)

Texas Residents	8,630 (95.3%)
Out of State	77 (0.9%)
Non-residents	346 (3.8%)

Course SCH by Student Level

Undergraduate	69,814
Graduate	13,477
Total SCH	**83,291**

Enrollment by SCH Range

	UGRD	GRAD
≤ 3hrs	458	750
4-6hrs	1,027	810
7-9hrs	1,496	551
10-12hrs	2,365	132
13-15hrs	1,217	3
≥16hrs	244	0

Course SCH by Location

On-campus SCH	14,863
Off-campus SCH	68,428
Not Funded	2,787

Note:
Undergraduate includes post-baccalaureate.
Graduate includes doctoral.
Pearland Enrollment includes students who attended classes only on Pearland campus.
Course SCH generated at all **UHCL** locations.

For more information, see Facts at a Glance report at https://www.uhcl.edu/about/administrative-offices/institutional-effectiveness/institutional-research/campus-facts

Office of Institutional Effectiveness_ Fall 2020

Appendix B. First QEP Topic submissions

Strategic Theme	Description
Educational Achievement	"Life drawing" by definition is observation drawing. In ARTS 3333 said observation is specific to the nude figure which is challenging as a subject. The course consists of in class assignments including 1,2 and 5 minute poses and then longer projects designed to improve accuracy in students' drawings. Also, depending on the student, there is room in some of these assignments for new ideas in ways to approach the subject that hopefully goes beyond straightforward observation.
University Identity	Modeling a more resilient society and sustainable society: creating a sustainability-literate community on a community-based campus
Educational Achievement	Decision theory and scientific reasoning is the basis not only for educational achievement, but also for understanding and working within a mix of cultures.
Inclusive Culture	Communication - enhance communication between students, faculty, staff and administration.
Educational Achievement	This actually applies to the first three. I think that working deliberately on student-centered or flipped classrooms would increase educational achievement, foster an inclusive culture, and be aided by collaboration across disciplines. I have been having a lot of success with it in FYS and even more in the digital environment with COVID, as strange as that may sound. . .
Educational Achievement	A push to acquire more intermediate classes for each major.
University Identity	Our university needs to move beyond being an alternative for those who do not want the large environment of UH-Main or just happen to live south of downtown Houston. We need to have our own identity. Our identity comes from our current students and those we plan to attract. Real people with challenges of a 40 hour work week, 2 children at home, a spouse, social and religious commitments and lower middle-class income. We need to be known as the university that takes people where they are and move them to the next level. How we do that is a blending of theory to practice; academics to real-world. We should be known as the university with strong ties to the community through internships, coops, service-learning, and volunteering. We should be known throughout Houston as the university that prepares real people to be the people leading Houston businesses in the for-profit, non-profit and government sectors. Most majors should require an outward experience locally, statewide, nationally or internationally. What we have learned over the last 5 weeks that virtual experiences can work for our students who may not have the available schedule. We must be innovative and create our identity.
Educational Achievement	I suggest a theme of "Learning across the Lifespan" which would cover all four strategic themes. It engages and highlights the strengths we already have, like Kids U, the art program, and our partnerships with local under-served school districts for the younger end, offering dual credit courses for high school students gets them interested in coming to UHCL for their bachelors degree, and the multiple continuing education opportunities and course auditing for the older end. It brings in alumni to be involved through serving as speaker resources in classes. Learning isn't all books, so we can tie in our Bayou Theater arts programming. Highlighting our certificate

	programs and other opportunities for our community partners to further develop their employees and for our students to gain work experiences in the community partner businesses. It fits well with our identity as a resource for our local community across all ages and stages of life.
Educational Achievement	We need more learning tools online to help us learn the concept of the class that we are taken in graduate school we need some type of help from my instructors for as videos or of them lecturing whatever class we had taken or some type of video that can help us along in our class or some other type of tool be able to use Excel and finance classes like accounting economics
Educational Achievement	We want to apply what we learn at UHCL and go into our profession with the UHCL accreditation.
University Identity	What we would want anyone finding out about UHCL to know. • The branding of the university, and the goal and the things the university can offer, such as resources: math center, writing center, software licensing, recreation center. • Hawk pride, blue and green Wednesdays. • The university can advertise the best program, and that it is a four-year school, and it can also have large classroom settings. • Advertise for UHCL, the small classrooms, and more connection peers and faculty. UHCL is surrounded by a natural reserve, and that is amazing for a learning mindset.
Innovation through Collaboration	Increase staff in Strategic Partnership. Ask students what opportunities they would like to see made available. Look at student major population (such as biology majors needing assistance in obtaining internships- biology majors also make up a large student population) Perhaps create a "think tank" on campus. Lastly, ask local companies on what they need assistance with that could help create more opportunities for students.
Inclusive Culture	The topic I would like to present involves the aspect of Inclusive Culture by addressing Personal Identity. Through our Capitalistic Democracy, which is to say our MO here in America, we have reduced the individual to a producer/consumer. Capitalism and Democracy have given the false impression that freedom, our national identity, is obtained through the acquisition of money and the exercising of our rights. Upon examination of our system, I believe that we are herded into a system, which is harmful at the very least, and sinisterly complicit as a form of enslavement of humanity at the extreme. My position is that our institutions of public and higher education are not aware of their complicity in the scheme of things. How we have been defined as individuals in the system dictates policy. Policy dictates what gets funded and what dies when it comes to programs and services. My search has been to identify how we are being identified by the system. By doing this I have come to realize that we are somewhat like batteries, in that our energy is being harvested to keep the lifeblood of the system flowing. We are not really living from a position of autonomy and self determination. We are given choices by the system which gives the illusion of the freedom to choose. Those options have a built in path of least resistance made possible by policy and funding. Therefore, by our very own choice we can be successful, gain our "Freedom" and assimilate into the system.
Educational Achievement	Attending to Changes in Education in the 21st Century - Hawks ACE the 21st Century We propose addressing the question of what it means to be a twenty-first century university through interdisciplinary conversations focused on our changing context and our student needs. The university as an institution and concept began a millennia ago, and has had a long and hallowed history, but is often slow to

	change. In the twenty-first century, we need to be agile as an institution, quick to think and act on our feet, and change with the times, which includes responding to student needs, changes in demographics, changes in technology, climate change, and general adaptability to the future; what this translates into practical terms is that our students need to be nimble and adaptable to a future that involves career shifts, practical skills in training and imagining solutions to emerging problems, devising strategies to tackle challenges of the day, reconciling with changing technology and community needs. The university as it operated through most of its history, especially in the twentieth century, is no longer stable given the emergence of open access educational materials, online universities, changing markets, global competition, and multi-tasking adult students who need applied skills along with a well-rounded liberal arts education. The goal of the Hawks ACE the 21st Century QEP is to define our grand purpose and distinctiveness in order to focus on institutional enhancement to adapt to the changes and use our resources to strengthen the strategic themes of educational achievement, inclusive culture and university identity. These goals will be reached through innovative collaboration; the QEP will address all 4 themes, and strengthen the students, community, and university as a whole.
Innovation through Collaboration	To have collaborative classes between different majors. For example, A software engineering class can be collaborated with a business class and say a biology class. Now we have students from three areas. Let's say we want to develop software for teaching cell biology. A student from SWEN can collaborate with the biology student that has the domain knowledge to develop it. A business student will find out avenues to market it and even find if there is software available in the market, if yes that student collaborates with the biology department to find out the shortcoming of that software. Such that they can as competitors develop better software. This can also be conducted as boot camps.
Inclusive Culture	American Democracy Project – One of the most important educational outcomes is for students to become well-functioning citizens. The American Democracy Project is an initiative of the American Association of State Colleges and Universities in conjunction with the New York Times (see ***https://www.aascu.org/programs/ADP*** for more information). The main goal of this initiative is to "produce college and university graduates who are equipped with the knowledge, skills, attitudes and experiences they need to be informed, engaged members of their communities." Community engagement could be a key element of this QEP topic. In addition, this topic can focus on identity issues at the university, local, state, national, and global level. Students could also focus on how concepts they learn in class apply to everyday life and society's choices. In addition, this topic could allow students to encounter, interact, and collaborate with individuals and groups who have different perspectives. Finally, this topic lends itself well to curricular and co-curricular activities, especially our strong co-curricular leadership programs.
Educational Achievement	Literacies for Lifelong Learning 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).
Educational Achievement	In recent conversations regarding the economic state of the University of Houston-Clear Lake, two themes that have echoed are student retention and preparing students for a successful future. Writing Across the Curriculum (WAC) and Writing in the Disciplines (WID) are two widespread movements in composition pedagogy that work in concert to support student learning and engagement, student persistence, and simultaneously prepare students for a successful future. Currently, 51% of American colleges and universities have a WAC/WID program in place (Gladstein and Fraliz, 2013). In addition, employers routinely demand strong writing and communication skills (AAC&U, 2015; Droz & Jacobs, 2019; National Commission on Writing, 2004; Ruff and Carter, 2015). However, very few college professors are trained to teach or assess writing and even fewer are taught to integrate writing into their content courses. What's more, faculty are often frustrated by the amount of time it takes to design effective writing assignments and to grade them. Instituting professional writing and communication as the next QEP topic will allow UHCL to provide the professional development necessary for faculty to integrate writing and professional communication more thoughtfully, purposefully, and efficiently. Further, for students we will cultivate a lifelong invaluable and desirable strength and support high-impact teaching and learning at the same time. If Writing and Professional Communication is selected as the next QEP topic, the topic will build on the CFD Faculty Fellowship projects "Maximum Impact: Cultivating Writing Across the Curriculum at UHCL" and "Developing Writing-Focused Faculty at UHCL" awarded in AY 2018-19 and AY 2019-20 respectively. Dr. Jacobs has also been awarded a Texas LEAP Fellowship to further enhance the professional development aspects of the program in Fall 2020. Thus, the foundation for Writing and Professional Communication as the next QEP topic is already firmly in place.

Appendix C. QEP Vote Details

University of Houston-Clear Lake
Office of Institutional Effectiveness

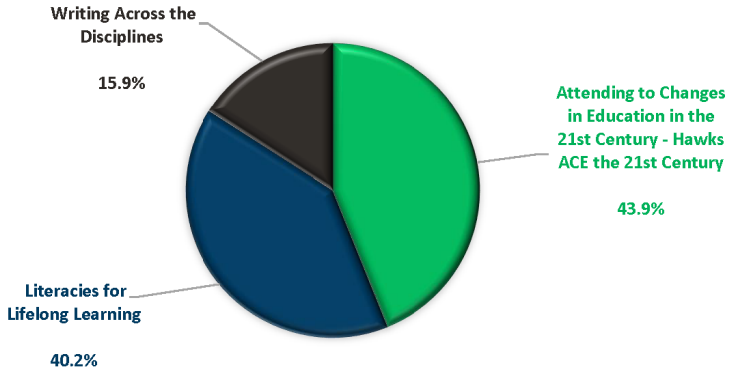
November 2, 2020

Quality Enhancement Plan 2022 - QEP Proposal

Vote Result

QEP Proposal by Total Vote (N=189)

QEP Proposal	N	%
Attending to Changes in Education in the 21st Century - Hawks ACE the 21st Century *Submitted by Beth Hentges, Amanda Johnston, Heather Kanenberg, Christine Kovic, Shreerekha Subramanian*	83	43.9
Literacies for Lifelong Learning *Submitted by Robert Bartsch*	76	40.2
Writing Across the Disciplines *Submitted by Lorie Jacobs*	30	15.9



OIE – HG: Page 1

QEP Proposal by Voter Status

	QEP Proposal			Total
	Attending to Changes in Education in the 21st Century - Hawks ACE the 21st Century *Submitted by Beth Hentges, Amanda Johnston, Heather Kanenberg, Christine Kovic, Shreerekha Subramanian*	**Literacies for Lifelong Learning** *Submitted by Robert Bartsch*	**Writing Across the Disciplines** *Submitted by Lorie Jacobs*	
Faculty	43 (45.3%)	35 (36.8%)	17 (17.9%)	**95 (100%)**
Administrator/Staff	27 (39.1%)	33 (47.8%)	9 (13.0%)	**69 (100%)**
Student	13 (52.0%)	8 (32.0%)	4 (16.0%)	**25 (100%)**
Total	**83 (43.9%)**	**76 (40.2%)**	**30 (15.9%)**	**189 (100%)**

Appendix D. QEP Topics Summary

Based on the results of the campus voting the QEP Topic Selection Committee discussed the strengths and challenges of the two top proposals. Preliminary data sources to support the topics were drawn from the proposals and data that is currently collected on campus.

Literacies for Lifelong Learning

Strengths	Challenges	Preliminary Data Sources
Builds on and expands Critical Thinking	To similar to Critical Thinking	Data from prior UHCL QEP
Multiple literacies		
Diversity, Equity and Inclusion encompassed		NSSE Results show UHCL is similar to students in a variety of engagement indicators: Higher Order Learning (UHCL – 40.7; Carnegie Class- 40.5) Reflective & Integrative Learning (UHCL – 37.1; Carnegie Class – 38.2) Supportive Environment (UHCL – 36.6; Carnegie Class – 35.6). UHCL is higher than comparable institutions in Collaborative Learning (UHCL – 31.1; Carnegie Class – 29.8) Discussions with Diverse Others (UHCL – 41.6; Carnegie Class – 39.3), Quality of Interactions (UHCL – 46.9; Carnegie Classification – 43.1), UHCL is lower on Student-Faculty Interaction (UHCL – 19.6; Carnegie Class – 23.9)
Specific topic to focus on for 5 years		
Narrow topic literacies could be implemented and measured		
	Lifelong learning would be difficult to measure	Lack data on lifelong learning
Applicable to all students		From Proposal NSSE: UHCL students participate in fewer high-impact practices (34% exposed to two or more) than the average from their Carnegie Class (55%) Graduating Student Survey: "If you currently have, or will be starting a new job, to what extent is it related to your major or area of study at UHCL?" majority said either Somewhat Related (28%) or Not Related (25%). Less than half said Directly Related (47%).
Focused topic that could be easily explained in grant proposals		
Has student products		

Becoming Aware: Cultural Interactions at UHCL

Strengths	Challenges	Preliminary Data Sources
Adaptable, flexible	Lack of continuity with changing annual themes	Have data on demographics of faculty, staff, students including first-gen, parents, working students, veterans
Speaks to students' concerns	Lacks coherence to work on for 5 years and to collect data to support the results	
Addresses sustainability	Too broad, not specific	Will need data on "changing demographics in Houston and the US. Close study of systems of racial, socio-economic, gendered, and other forms of inequalities within the region, and solutions toward shifting patterns and promoting justice."
Timely initiatives	May not be able to focus the work as the theme changes each year	From proposal: "In many ways, the diversity of the UHCL student body reflects the demographic changes to Harris County and the greater Houston region. Harris County transitioned from a city that was mostly Anglo (69%) in 1970, to a county that, by 2017, was 43% Hispanic, 30% Anglo, 20% African American, and 7 % Asian due to migration from within and outside the U.S." (Center for Houston's Future 2019).
Could encompass other two topics	Would be difficult to measure impact	
Has student products		
Applicable to all students		Have student success metrics: NSSE, grad & retention rates

Appendix E. QEP Steering Committee Members

Kathryn Matthew, Associate Vice President for Academic Affairs, Co-chair
Renee Lastrapes, Associate Professor, College of Education, Co-chair

Needs Assessment Subcommittee

- Randy Seevers, Chair, College of Education (COE)
- Caron Park, Office of the Provost
- Ashton Hibbits, Office of Administration and Finance
- Cassandra Heslep, Office of Strategic Enrollment Management
- Martha Hood, University Staff Association
- Kelly Wainscott, Student - COE
- Chris McDavid, Community Representative
- Beth Lewis, UHCL at Pearland
- Bianca Schonberg, International Student Services

Implementation Subcommittee

- Anna Klyueva, Chair, College of Human Sciences and Humanities (HSH)
- Desi Rios, HSH Faculty Member
- Matthew Perry, Office of Student Affairs/Student Housing and Residential Life
- Nancy Devino, Office of Sponsored Programs
- Rob Bartsch, Center for Faculty Development
- Tanya Djavadzadeh, Student - HSH
- Eric Despard, Advancement Office
- Butch Herod, Diplomacy Institute

Marketing and Promotion Subcommittee

- Troy Voelker, Chair, College of Business (COB)
- Veronica Ortiz, Staff, Center for Faculty Development
- Andrea Alvarado, Student - COB
- Suzette McDowell, UHCL Alumni
- Dwayne Busby, Strategic Partnerships
- Daniel Ramirez, Interim Assistant Vice President for Marketing and Communication

Assessment Committee

- Soma Datta, Chair, College of Science and Engineering (CSE)
- Neha Singh, Student - CSE
- Michelle Lane, Director Assessment & Accreditation, COE
- Karen Elliott, Office of Institutional Effectiveness
- Renee Lastrapes, Faculty Fellow, Co-chair
- Mary Ramos, Student Success & Initiatives

Appendix F. Intercultural Knowledge and Competency Rubrics

KNOWLEDGE

	4	3	2	1
Knowledge of cultural worldview frameworks	Demonstrates sophisticated understanding of the important elements of another culture in relation to its history, values, politics, economy, or beliefs and practices.	Demonstrates adequate understanding of the important elements of another culture in relation to its history, values, politics, economy, or beliefs and practices.	Demonstrates partial understanding of the important elements of another culture in relation to its history, values, politics, economy, or beliefs and practices.	Demonstrates minimal or no understanding of the important elements of another culture in relation to its history, values, politics, economy, or beliefs and practices.
Knowledge of Cultural Communication Styles	Has a sophisticated understanding of cultural differences in verbal and nonverbal communication	Has an adequate understanding of cultural differences in verbal and nonverbal communication	Has a partial understanding of cultural differences in verbal and nonverbal communication	Has minimal or no understanding of cultural differences in verbal and nonverbal communication
Knowledge of Cultural Point of View	Demonstrates sophisticated understanding of one's own point of view as well and the point of view of individuals from other cultures	Demonstrates adequate understanding of one's own point of view as well as the point of view of individuals from other cultures	Demonstrates partial understanding of one's own point of view as well as the point of view of individuals from other cultures	Demonstrates limited or no understanding of one's own point of view as well as the point of view of individuals from other cultures

TEAMWORK

	4	3	2	1
Fosters Constructive Team Climate	Supports a constructive team climate. Always or almost always treats team members with respect, conveys a positive attitude about the team and its work, and provides assistance and encouragement to team members.	Somewhat supports a constructive team climate. Generally, treats team members with respect, conveys a positive attitude about the team and its work, and provides assistance and encouragement to team members.	Minimally supports a constructive team climate. Occasionally treats team members with respect, conveys a positive attitude about the team and its work, and provides assistance and encouragement to team members.	Hinders the development of a constructive team climate. Rarely treats team members with respect, conveys a positive attitude about the team and its work, and provides assistance and encouragement to team members.
Contributes to Team Meetings	Consistently helps the team move forward by constructively articulating the merits of ideas or proposals. Listens and responds appropriately to other team members and their ideas.	Generally, helps the team move forward. Often makes constructive comments about the merits of ideas or proposals. Typically listens and responds appropriately to other team members and their ideas.	Minimally helps the team move forward either by not identifying the merits of ideas or proposals or not responding appropriately to other team members and their ideas.	Hinders the team moving forward. Does not help identify merits of ideas or proposals. Does not listen and respond appropriately to other team members and their ideas.
Empathy for Team Members	Consistently acts in a supportive manner that recognizes the point of view and cultural aspects of other team members	Generally, acts in a supportive manner that recognizes the point of view and cultural aspects of other team members	Minimally acts in a supportive manner that recognizes the point of view and cultural aspects of other team members	Never acts in a supportive manner that recognizes the point of view and cultural aspects of other team members.

HUMILITY

	4	3	2	1
Cultural self-awareness	Articulates own cultural rules and biases and seeks to understand others' cultural rules and biases	Identifies own cultural rules and biases, is comfortable with different perspectives in other cultures	Identifies own cultural rules and biases, not comfortable with different perspectives in other cultures	Shows minimal awareness of own cultural rules and biases, not comfortable with different perspectives in other cultures.
Curiosity of Other Cultures	Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.	Asks deeper questions about other cultures and seeks out answers to these questions.	Asks simple or surface questions about other cultures.	States minimal interest in learning more about other cultures
Openness to Cultural Differences	Seeks to initiate and develop interactions with culturally different others. Suspends judgment when interacting with culturally different others.	Interested in initiating and developing interactions with culturally different others. Sometimes suspends judgment when interacting with culturally different others.	Interested in initiating and developing interactions with culturally different others. Has difficulty suspending judgment when interacting with culturally different others.	Not interested in initiating or developing interactions with culturally different others. Does not suspend judgment in interactions with culturally different others.

Appendix G. Self-Reported Activity

University of Houston Clear Lake

Have you attended a Civic Engagement themed event on campus, that did not track attendance? If yes, please report the Civic Engagement event that you attended. (Ex. Voter Registration Day)

Have you attended a Community Service themed event on campus, that did not track attendance? If yes, please report the Community Service event that you attended. (Ex. The Big Event)

Have you attended a Spirit & Traditions themed event on campus, that did not track attendance? If yes, please report the Spirit & Traditions event that you attended. (Ex. I Heart UHCL Day)

University of Houston Clear Lake

Have you attended a Career or Internship Fair event on campus, that did not track attendance on Get Involved? If yes, please report the Career or Internship Fair that you attended.

Have you attended a Professional Development themed event on campus, that did not track attendance? If yes, please report the Professional Development event that you attended. (Ex. Leadership Workshop Series, Career Workshop)

University of Houston Clear Lake

Have you attended a Heritage Month event on campus, that did not track attendance? If yes, please report the Heritage Month event that you attended. (Ex. Hispanic Heritage Month)

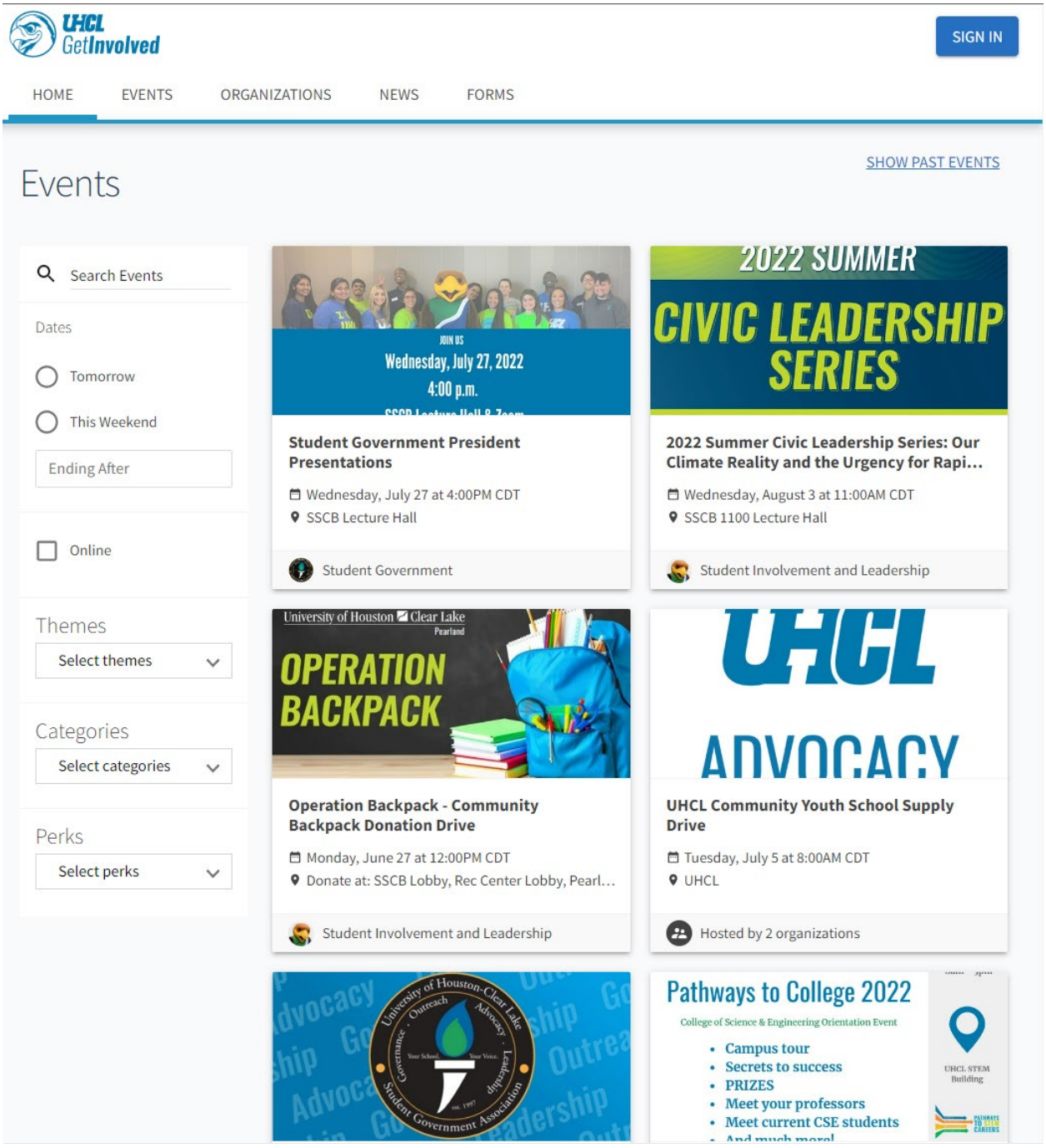
Have you attended a Deliberative Dialogue event on campus, that did not track attendance? If yes, please report the Deliberative Dialogue event that you attended. (Ex. Voice It, Affinity Lunches)

Have you attended a Global themed event on campus, that did not track attendance? If yes, please report the Global event that you attended. (Ex. Global Expo and Cultural Extravaganza)

University of Houston Clear Lake

Have you attended a Common Reader event on campus, that did not track attendance through Get Involved? If yes, please report the Common Reader event that you attended. (Ex. Common Reader Program presents: Exploring Gender Identity in Screenwriting and Zines)

Appendix H. UHCL GetInvolved



Appendix I. Social Responsibility and Personal Responsibility Scale

Social Responsibility and Personal Responsibility Scale

PRETEST AND POSTTEST

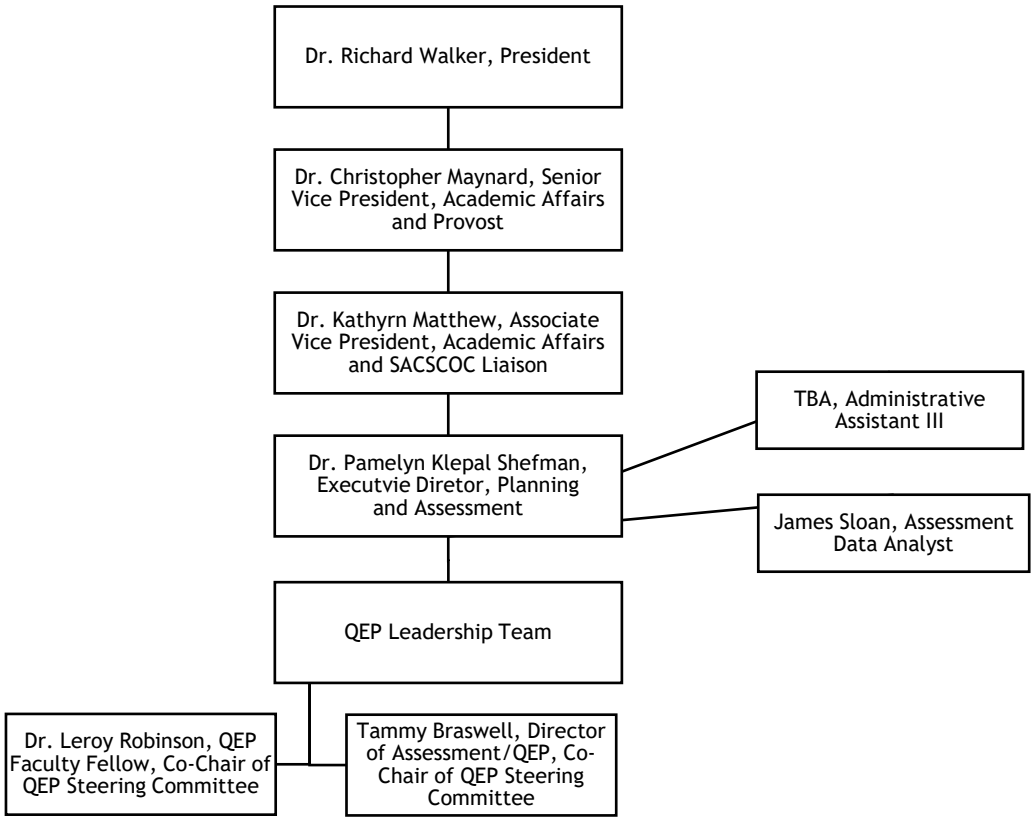
Directions: This questionnaire is designed to help us gain a better understanding of your level of agreement with the following statements. Please select the number which most fits your answer.	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
I can demonstrate new perspectives about my own cultural rules and biases.	1	2	3	4
I can articulate how my own attitudes and beliefs relate to those of other cultures, communities, and individuals.	1	2	3	4
I am aware of how social, political, or economic structures empower, marginalize, or oppress others.	1	2	3	4
I can identify and critically evaluate the civic responsibilities shared by members of regional, national, and global communities.	1	2	3	4
I can apply knowledge from the course or discipline to engage in civic life.	1	2	3	4
I can identify a situation in which ethical issues are present.	1	2	3	4
I can analyze the situation from more than one ethical perspective or framework.	1	2	3	4

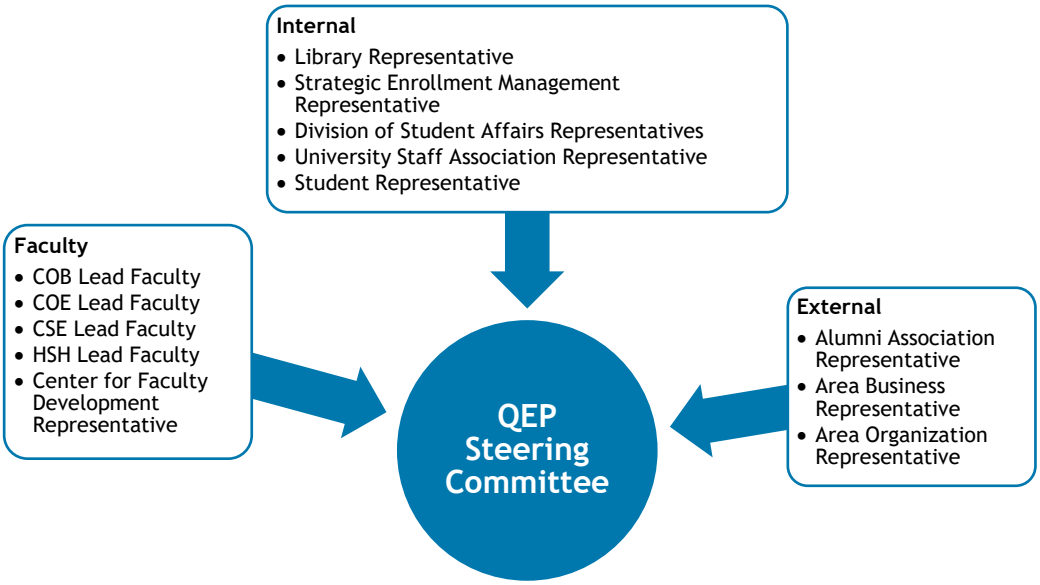
Social Responsibility **Items 1, 2, 3, 4, 5**

Personal Responsibility **Items 6, 7, 8, 9, 10, 11**

Total score **(high agreement) = 44, low agreement = 11**

Appendix J. QEP Organizational Chart





Appendix K. QEP Marketing Plan

University of Houston-Clear Lake
QEP Strategic Marketing Plan

Executive Summary

The Quality Enhancement Plan (QEP) for the University of Houston-Clear Lake, *Becoming Aware: Cultural Interactions at UHCL*, seeks to prepare students to thrive in an increasingly diverse global environment where the ability to adapt and be engaging, while appreciating diversity in all forms, represent marketable skills that will prepare students for whatever the future may hold. The QEP complements our strategic plan as it is learner-focused, embraces diversity, creates a service culture, and fosters adaptability.

This document is designed to facilitate analysis, planning and communication of UHCL's QEP through the execution of a strategic and targeted communication plan. The marketing and communication goals of this plan include:

1. Execute a strategic and targeted communications plan to increase awareness of UHCL's QEP among employees and students
2. Create awareness of and promote participation in QEP-related events and activities among students and employees

Corresponding tactics, or tangible communication vehicles, have been recommended for deployment to reach the established goals.

Audience Analysis

One of the most critical components of any marketing plan is identifying and narrowing down target audiences. It is unrealistic to try to reach everyone or to assume your messaging is for everyone. Segmentation of audience and messaging improves the effectiveness and penetration of key messages.

Primary Audience - Tier 1

(Must have their support and ear)

The primary audience is the core group of people that we are trying to reach with our message directly. These are the individuals who will actively participate or act on what they see or hear from us. This group represents those who can actually move the needle through their participation and/or support.

- Faculty
- Staff
- Students

Secondary Audience - Tier 2

(Important, but not primary)

The secondary audience is comprised of individuals who may not have a direct role to play but they may benefit from the outcomes or their awareness of the impact could lead to further support and engagement with the university.

- Alumni
- Strategic Partnerships
- University Advancement

Other Audience - Tier 3

(Nice to have)

The tertiary target, or the hidden audience, is essentially anyone who falls outside both of the primary and secondary audience categories but still shares a common interest with either of them.

- Community Partners
- K-12 educational partners

Goals

Goals should be “stretch but achievable.” When possible, they should be specific, measurable, actionable, relevant and time-bound. The tactical section of this plan outlines the tangible communication vehicles recommended for deployment to reach the established goals. Tactics should be measurable and evaluated regularly to ensure relevance and performance.

Goal 1: Execute a strategic and targeted communications plan to increase awareness of UHCL's QEP among employees and students

Tactics	Metrics	Audience(s)
Conduct "roadshow" presentation for departments and areas around the university to provide information about the QEP.	Number of sessions held, number of employees in attendance	Faculty Staff
Participate in New Employee Orientation to provide overview of QEP, discuss role employees play, and leave behind one-sheet overview	Number of sessions held, number of employees in attendance	Faculty Staff
Participate in New Faculty Orientation to provide overview, discuss role faculty play, and leave behind one-sheet overview	Number of sessions participating in, number of employees in attendance	Faculty
Send a monthly email newsletter (QEP Quick Takes) to faculty and staff featuring updates on QEP, stories highlighting impact of on-going efforts, and calendar of upcoming events/activities	Open rates, click-thru rates, web traffic	Faculty Staff
Work with University media relations team to identify story idea(s) to pitch to local media outlets	Placements, web traffic	Faculty Staff Students
Maintain website for QEP and update monthly	Web traffic, click-thru rates for QR code/short links/vanity URL, time on page	Faculty Staff Students
Leverage social media to highlight QEP	Number of posts created, post engagement, click-thru rates for posts, web traffic	Faculty Staff Students
Incorporate QEP messaging at new student orientation and other similar events aimed at students	Number of events participated in, number of students in attendance	Students
Conduct "roadshow" presentation for student organizations and other similar groups to provide information about the QEP and upcoming events and activities	Number of sessions held, number of students in attendance	Students
Develop evergreen table tents to promote the QEP and drive traffic to QEP microsite	Number of tents produced, web traffic, click-thru rates for QR code/short links/vanity URL	Faculty Staff Students
Setup information tables with welcome bags for students during key times over the semester (Welcome Days, etc.)	Number of tables set up, number of bags distributed	Students
Place banners in high-traffic areas around campus, Pearland, and TMC	Number of banners produced, website click-thru rates for QR code/short links/vanity URL	Faculty Staff Students

Goal 2: Create awareness of and promote participation in QEP-related events and activities among students and employees

Tactics	Metrics	Audience(s)
Embed dynamic calendar feed of events and activities into QEP microsite	Web traffic, event click-thru rates	Faculty Staff
Leverage social media to highlight upcoming events and opportunities	Number of posts created, post engagement, click-thru rates for posts, web traffic	Faculty Staff
Develop standard attendance tracking for events and activities to measure participation and engagement	Number of events held, number of participants	Faculty Staff Students
Incorporate events into email newsletter and encourage sharing with students	Open rates, click-thru rates, web traffic	Faculty Staff

Collateral Implementation

The following is an initial list of creative collateral needed to support the goals and tactics outlined above. UHCL University Marketing and Communications can serve as a resource in determining additional impactful communications tactics to reach the above goals. All budget amounts are approximation. Formal quotes will need to be gathered to determine final costs.

Collateral	Timing	Budget
Artwork/Logo	First week of August	N/A
Website	August 29, 2022	N/A
Retractable Banner(s)	August 29, 2022	$250/banner
Vinyl Banner (s)	August 29, 2022	$100/banner
Digital Graphics	August 29, 2022	N/A
Email Newsletter Template	September 19, 2022	N/A
Informational One-Sheet	September 19, 2022	$100/250
Table Tents	Mid-Fall	$200 for 250
Marketing swag with QEP artwork and URL	November 2022	Varies based on items, quantities, etc.

Appendix L. Core Curriculum Assessment

University Level of Attainment for Student Learning Outcomes 2018-2020

Overview

The Texas Higher Education Coordinating Board (THECB) requires institutions to assess the six core objectives "which are designed to be introduced and reinforced throughout the Core Curriculum" (***LEAP Texas***). The ***Texas Administrative Code*** 4.29 states that through "the Texas Core Curriculum, students will prepare for contemporary challenges by developing and demonstrating the following core objectives:

Core Objectives:

- Critical Thinking
- Communication
- Empirical and Quantitative Skills
- Teamwork
- Social Responsibility
- Personal Responsibility

Each core objective is broken into skills, aptitudes, or dispositions identified by UHCL faculty and labeled as Student Learning Outcomes (see attached rubrics).

Assessment

Student learning outcomes (SLO) for the six core objectives were assessed by the core faculty from 2018-2020.

The University of Houston-Clear Lake had the stated goal that 70% of students will achieve Excellent or Very Good in each of the learning outcomes.

There was only one core objective, Communication, in which all skills met the criterion of 70% Excellent or Very Good. Personal Responsibility also met the criterion for all skills, with the exception of "ethical context" which was not assessed by any of the courses during this assessment cycle. Critical Thinking had 4 of 5 skills that met the criterion with the exception of "concepts and formulas." The core objective Social Responsibility met the criterion in 3 of 5 skills, excluding "perspectives" and "new awareness." The core objective of Teamwork only met the criterion in one skill, "articulate expectations" but not in "apply content with peers," or "peer feedback" and although 12 students were assessed in each, both "benefits" and "team organizational skills" were 0% who scored Excellent or Very Good. Finally, there was only one Core Objective, Empirical and Quantitative Skills, where none of the skills met expectations.

Each skill, "explanation of information," "conversion," "calculation," "judgment/conclusion," and "evidence" was below the criterion of 70%.

Learning Outcome	Skill	N	% meeting Criterion	Met / Not Met
Communication	Style and Mechanics	189	92.26	Met
	Organization	167	87.10	Met
	Context, genre, purpose, needs	55	85.45	Met
	Central message	248	83.50	Met
	Support	139	79.65	Met
Personal Responsibility	Ethical behavior	112	89.29	Met
	Ethical issues	34	81.43	Met
	Consequences and implications	34	72.14	Met
	Ethical awareness	106	71.7	Met
	Ethical perspectives	90	70.63	Met
	Ethical context	0	0	Not Assessed
Critical Thinking	Point of view	188	83.92	Met
	Creativity	139	82.99	Met
	Information and evidence	521	76.07	Met
	Assumptions and context	448	71.98	Met
	Concepts and formulas	555	58.45	Not Met
Social Responsibility	Application of knowledge	6	100	Met

Learning Outcome	Skill	N	% meeting Criterion	Met / Not Met
	Civic responsibilities	55	87.27	Met
	New perspectives	120	74.85	Met
	Articulation of beliefs and perceptions	114	62.28	Not Met
	New awareness	59	37.29	Not Met
Teamwork	Articulate expectations	161	73.45	Met
	Apply content with peers	12	50	Not Met
	Peer feedback	12	50	Not Met
	Team organizational skills	12	0	Not Met
	Benefits	12	0	Not Met
Empirical and Quantitative Skills	Evidence	28	64.29	Not Met
	Conversion	307	61.94	Not Met
	Calculation	307	60.43	Not Met
	Explanation of information	180	55.41	Not Met
	Judgment/Conclusion	99	49.24	Not Met

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