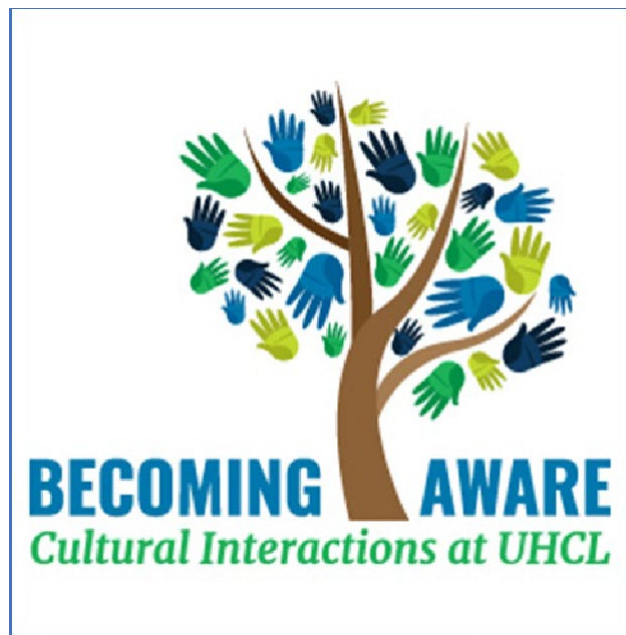


University of Houston – Clear Lake
Quality Enhancement Plan (QEP)
Implementation Year 2: 2023-2024
Annual Review



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Executive Summary

The University of Houston-Clear Lake (UHCL) is committed to enriching the educational experience for its student body through a Quality Enhancement Plan (QEP) focused on enhancing cultural interactions. The UHCL QEP emerged from a collaborative effort of university stakeholders, including faculty and staff members, administrators, students, and the community.

The QEP, *Becoming Aware: Cultural Interactions at UHCL*, seeks to prepare students to thrive in an increasingly diverse global environment. Through the QEP, we are developing 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 QEP is designed with 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 is the second annual report of the UHCL QEP, *Becoming Aware* continuing the implementation from Fall 2022. The following narrative offers summary details of the implementation and process outcomes. The QEP Team proposed and implemented these measures and actions to provide informative data to drive ongoing decision-making during QEP implementation throughout the 2023-2024 academic year.

Year 2 Implementation:

- The marketing campaign promoting the QEP included informational sessions, presentations, website updates, and banners displaying the QEP logo strategically placed around campus continued.
- In Fall 2023, Cohort 2 faculty members participated in workshops.
- A successful QEP Faculty Showcase of Cohort 2 faculty shared how *Becoming Aware* will be incorporated into their classroom with the university community. The result of their participation led to 17 additional courses recognized as QEP-certified.
- In January 2024, a new QEP Faculty Fellow was named.
- In Spring 2024, Cohort 3 faculty members participated in workshops.
- A successful QEP Faculty Showcase of Cohort 3 faculty shared how *Becoming Aware* will be incorporated into their classroom with the university community. The result of their participation led to 11 additional courses recognized as QEP-certified.

- Based on survey data collected during cohorts 1-3, a focus group was conducted which included members of previous cohorts to guide the restructuring of content, facilitation, and faculty support for QEP implementation.
- As a result of the focus group, 3 new facilitators were chosen and the QEP content and methods of delivery were updated to improve faculty experience and successful implementation.
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- In Summer 2024, 51 students were able to take advantage of the QEP Education Abroad Travel Fund, supporting QEP faculty-led trips and encouraging intercultural knowledge and competency in our Education Abroad programming at UHCL.
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- League of the Rising Hawks began the first implementation phase of the program with the Division of Student Affairs departments. Programs and experiences in the division have been identified as part of the League of the Rising Hawks.
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- League of the Rising Hawks was launched to the student body and integrated into the Get Involved portal for students to search and complete experiences within the League of the Rising Hawks Path.

Impact and Future Directions:

UHCL anticipates a profound and lasting positive impact on students, faculty, and the entire university community as a result of this QEP. Ongoing collaboration and assessment efforts will ensure that the progress achieved in Years 1 and 2 is sustained and that the university continues to evolve as a hub for intercultural learning and understanding. The QEP was able to support individual student learning through Education Abroad and will continue to support faculty-led travel as funding is available. Through the faculty cohort model of incorporating intercultural knowledge, skills, and attitudes within courses and the collaboration with the Division of Student Affairs to incorporate the QEP goals into the League of the Rising Hawks supports the campus culture of cultural interactions, making the university a unique experience for current and future students.

Goals and Intended Outcomes

A QEP is a requirement of SACSCOC for any regional institution applying for reaffirmation of accreditation. Colleges and universities must submit a QEP about six weeks prior to an onsite accreditation visit. During the visit, the plan undergoes a peer review process which culminates with an onsite review by members of the SACSCOC Visiting Committee. In general, a QEP must be:

- determined through faculty input and direction
- deemed acceptable by the SACSCOC committee before implementation
- broad in scope to maximize impact within a clearly defined focus topic
- designed to improve student learning or the student learning environment as demonstrated by the assessment of measurable student learning outcomes.

UHCL chose to focus the current QEP on the Student Learning Outcome (SLO) of intercultural knowledge and competency. We further define the SLO as: *Students will use knowledge, skills, and attitudes to effectively and appropriately interact and work with individuals who differ from themselves.*

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.

Discussion of QEP Plan Changes in Year 2

Curricular Changes and Implementation in Year 2

Fall 2023

In fall 2023, two strategic initiatives were undertaken: (1) launching the QEP with Cohort 2, and (2) recruiting and selecting members for Cohort 3.

In fall 2023, the QEP leadership maintained its commitment to using the book *Teaching Interculturally: A Framework for Integrating Disciplinary Knowledge and Intercultural Development* by Amy Lee as the cornerstone for faculty training and development. Three faculty members served as facilitators, guiding all training sessions for Cohort 2.

Members of Cohort 2, consisting of 13 faculty members representing all four colleges, engaged in a comprehensive training program that included three face-to-face sessions and the option to participate in one of three virtual sessions. These sessions were designed to support faculty in implementing QEP-themed Student Learning Outcomes (SLOs) within their courses.

A highlight of the semester was the showcase event, open to all campus faculty and staff, where Cohort 2 members presented their work. Through poster sessions, they demonstrated how they integrated the new SLOs, aligned assessments, and developed activities in their courses based on their semester-long efforts.

A result of their participation led to 17 courses additional recognized as QEP-certified.

At the conclusion of the semester, an evaluation was conducted to assess the effectiveness of the training and implementation process. Insights gained from this evaluation guided adjustments and improvements for future cohorts.

The faculty fellow position was created to be a calendar year fellowship. The faculty fellow, Dr. Leroy Robinson (COB), notified the provost that they would step down at the end of Fall 2023. A search was conducted for a new faculty fellow to continue guiding the work of the QEP and supporting faculty members in their implementation. Dr. Jennifer Grace (COE) joined as the new faculty fellow in Spring of 2024.

Spring 2024

In spring 2024, several strategic initiatives were pursued:

- The launch of the QEP with Cohort 3,
- Recruitment and selection of members for Cohort 4,
- Program evaluation conducted through surveys and a faculty focus group involving previous cohorts,
- Recruitment and selection of new faculty facilitators for cohort sessions,
- Revision of QEP session content and pedagogical approach based on faculty feedback.

In spring 2024, Cohort 3, comprised of 11 faculty members and 1 administrative auditor representing all four colleges, participated in an extensive training program aimed at integrating QEP-themed Student Learning Outcomes (SLOs) into their courses. This program included three face-to-face sessions and offered the flexibility of attending one of three virtual sessions, catering to diverse scheduling needs and preferences.

A pivotal moment during the semester was the showcase event, which welcomed campus-wide faculty and staff. Here, Cohort 3 members presented their achievements through poster sessions, demonstrating how they successfully integrated the new SLOs, aligned assessments, and developed course activities over the course of the semester.

The result of their participation led to 11 courses additionally recognized as QEP-certified.

Following the conclusion of Cohort 3, the QEP conducted a thorough evaluation using survey data gathered from participant feedback. This data informed the creation of a focused faculty feedback group consisting of 8 members representing participation from all cohorts. The aim of this group was to gather insights on perceptions of session alignment with QEP goals, strategies to enhance impact, and overall faculty experience with session content and pedagogical approaches.

The feedback from the focus group prompted significant revisions to the QEP. This included recruiting and selecting new facilitators and revising content to emphasize intercultural knowledge, cultural humility, and teamwork. Furthermore, there were substantial updates to the delivery and assessment methods used in the sessions. The QEP leadership guided facilitators in developing a comprehensive summer work plan to implement these changes effectively.

Overall, the adjustments made, based on feedback and evaluation data, underscore the commitment to continuously improving the QEP framework, ensuring it remains responsive to the evolving needs and aspirations of faculty and the broader campus community.

Co-Curricular Changes and Implementation in Year 2

Fall 2023

During the spring 2023 and summer 2023 semesters, League of the Rising Hawks was redesigned through a workgroup under the leadership of the Vice President for Student Affairs. The workgroup finalized the program with an intended launch in Fall 2023. The redesign of the program is outlined as follows:

Outline of Re-Designed Program and Definitions

League of the Rising Hawks is an initiative dedicated to student success and creating a unique campus culture that engages students through co-curricular experiences. Students are challenged to become more engaged with UHCL departments and campus activities to achieve student learning competencies and distinctions. At the completion of the League of the Rising Hawks experience, students will reflect upon their involvement and earn a graduation stole.

Through the League of the Rising Hawks, UHCL students can gain the following distinctions:

- **Self–Awareness and Personal Development:** The process of individual discovery through reflection and learning about oneself.
- **Leadership and Professional Development:** Recognize and capitalize on personal and team strengths to achieve organizational goals.
- **Civic and Social Responsibility:** Understanding the needs and issues within a community to become an informed and engaged citizen.
- **Learning and Reasoning:** A level of cognitive thinking that provides the capacity to reflect on experiences to apply learning in the future.

Each of the distinctions can be completed by a student meeting at least 3 out of 4 competencies in each distinction, attending at least 12 unique experiences on the path, and completing a capstone of learning.

Overview and Implementation

In fall 2023, the Division of Student Affairs (DSA) introduced the League of the Rising Hawks program to the divisional Senior Leadership Team and at the DSA staff retreat. During the retreat, departments had the opportunity to participate in a mapping exercise to begin connecting co-curricular experiences within their departments to the League of the Rising Hawks competencies and distinctions.

Following the retreat, the Office of Student Involvement and Leadership was determined to lead the League of the Rising Hawks program and begin the first phase of implementation as outlined by the working group. To test the program, the Division of Student Affairs departments served as the pilot group for submitting co-curricular experiences for inclusion within the League of the Rising Hawks program.

During the fall 2023 semester, the following actions were taken by the Office of Student Involvement and Leadership team to implement the first phase of the program:

- League of the Rising Hawks Path was created and tested in the Get Involved portal.
- Developed banners, email campaign blasts, presentation slides, and marketing materials to highlight the program.
- Updated the League of the Rising Hawks website with University Marketing and Communications.
- Sent a call for programs to the Division of Student Affairs departments to submit co-curricular programs and experiences for consideration within the League of the Rising Hawks.
- Members of the working group met to review all submissions for consideration within the program and plan to notify departments in early spring 2024.

Spring 2024

In February 2024, the Office of Student Involvement and Leadership provided the first phase of implementation for the program. Some of the notable actions taken by the office included:

- Notification of the approved and denied programs and experiences to departments in the Division of Student Affairs.
- Tagging programs and experiences in the Get Involved portal so they can be activated in the League of the Rising Hawks Path for students.
- Activating the League of the Rising Hawks Path in Get Involved so it is visible to students. The path allows students to track progress, complete program distinction requirements, and complete the capstone experience.
- Announcement to the university community about the League of the Rising Hawks program and how students can participate. The announcement was done through email blasts, marketing banners, presentations, and digital signage.

Additionally, staff within the Division of Student Affairs presented to various groups across campus about League of the Rising Hawks to help share with them a greater understanding of the program.

During the spring 2024 semester, the intention was to start the second phase of implementation and include departments and colleges across the university to submit co-curricular programs and experiences for inclusion into the League of the Rising Hawks for fall 2024. However, due to the complete turnover of the professional staff in the Office of Student Involvement and Leadership in spring 2024, the program has not launched yet to all departments and colleges to submit programs and experiences. It is anticipated that that a full university launch for programs and experiences will begin to take place in Spring 2025 as new staff are hired into the role.

Description of Impact on Student Learning

Assessment and Evaluation of Student Outcomes

During Spring 2022 of Year 0, the faculty workgroup developed the curriculum of strategies that the future cohorts of faculty would receive to assist them in including the cultural competency areas into their own courses. However, data was collected to help support the increase in the pervasiveness of the student learning outcome of intercultural knowledge and competency. The National Survey of Student Engagement (NSSE) indicators from the Collaborative Learning mean and the Diverse Others mean are shown below. There was an increase in the mean scores from the 2021 administration to the 2023 administration of the survey, surpassing the target set. The trend continues to be monitored over the next five years.

Tool	Beginning Assessment	Year 1 Assessment	Year 2 Assessment	Target	When Assessed
NSSE	2021 NSSE UHCL Collaborative Learning mean score 23.9 Discussion Diverse Others mean score 34.5	2022NSSE UHCL Collaborative Learning mean score 30.7 Discussion Diverse Others mean score 36	2023NSSE UHCL Collaborative Learning mean score 31.7 Discussion Diverse Others mean score 34.5	2026 NSSE UHCL Colla borative Learning mean score 29.0 Discussion Diverse Others mean score 37.9	Annual
Core Curriculum Social Responsibility Measure	50% of the skills Application of Knowledge, New Perspectives, Articulation of Beliefs & Perceptions, and New Awareness @ Met	No data collected. Core curriculum data collection is undergoing a transition period.	No data collected. Core curriculum data collection is undergoing a transition period.	90% of the skills Application of Knowledge, New Perspe ctives, Articulation of Beliefs & Perceptions, and New Awareness @ Met	Long Semesters
Graduating Student Survey (GSS)	10 semester aggregate score of 93% agreement on the social responsibility measures	88% agreement on the social responsibility measures for 2022- 2023	87% agreement on the social responsibility measures for 2023- 2024	Retain 90% or higher agree ment on the social respo nsibility measures	Annual

Assessment and Evaluation of Implementation Outcomes

During the 2023-2024 academic year (Year 2), faculty cohorts 2 and 3 actively engaged in training sessions developed by the Fall 2022 Faculty Workgroup. By July 1, 2024, a total of 23 faculty members had received stipend payments for their participation in these sessions. They demonstrated their commitment by submitting updated syllabi that incorporated the cultural interaction curriculum into their courses and presenting their work at a Faculty Showcase.

Efforts to enhance faculty implementation of Student Learning Outcomes (SLOs) in the curriculum resulted in 23 courses receiving QEP approval for cohorts 2 and 3. Among these, seven courses were taught during Spring 2024, three during Summer 2024, eight are scheduled for Fall 2024, four for Spring 2025, and one for Spring 2026. These approvals reflect the ongoing integration of intercultural interaction components across various academic terms, marking significant progress in embedding the QEP's goals into the curriculum.

League of the Rising Hawks

In fall 2023, the League of the Rising Hawks Distinctions and Competencies were evaluated to connect them with the QEP Intercultural Knowledge and Competency Rubrics. Below are each of the distinctions and those competencies in blue tag the corresponding Intercultural Knowledge and Competency Rubric.

League of the Rising Hawks Distinctions and Competencies

Self-Awareness and Personal Development: The process of individual discovery through reflection and learning about oneself.

- Emotional intelligence - Ability to understand and manage one's own emotions and behaviors as well as recognizing the influence on others.
- Authenticity – Ability to understand and is true to one's own personality, spirit, or character, despite external pressures (QEP – Humility “Articulates own cultural rules and biases”).
- Identity development – Ability to have a strong and stable sense of self across a range of dimensions (i.e., spirituality, culture, gender) to understand how we see ourselves and how others see us (QEP – Humility “Articulates own cultural rules and biases”).
- Health and wellbeing – Ability to expand personal growth and development in multiple dimensions of wellness to lead a healthy lifestyle.

Leadership and Professional Development: Recognize and capitalize on personal and team strengths to achieve organizational goals.

- Meaningful relationships – Ability to establish and cultivate productive, mutually beneficial relationships with others that supports a trusting and caring environment (QEP – Teamwork “Consistently acts in a supportive manner that recognizes the point of view and cultural aspects of other team members.”).
- Communication - Ability to engage in active listening, verbal and non-verbal communication clearly and effectively with others from a variety of perspectives and experiences (QEP – Teamwork “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.”).
- Teamwork – Ability to build and maintain collaborative relationships to work effectively towards a shared vision (QEP – Teamwork “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.”).

- Empowerment - Ability to share power, information, and resources to create ownership in a task or process.

Civic and Social Responsibility - Understanding the needs and issues within a community to become an informed and engaged citizen.

- Connection and belonging - Ability to demonstrate awareness, attitude, and knowledge to engage others from different backgrounds, beliefs, and experiences (QEP – Knowledge “Demonstrates sophisticated understanding of one’s own point of view as well and the point of view of individuals from other cultures.”).
- Active citizenship - Ability to build awareness and engage with communities in community which they are involved.
- Global perspective – Ability to maintain the skills, values, and behaviors to engage in a diverse and interconnected world (QEP – Knowledge “Demonstrates sophisticated understanding of the important elements of another culture in relation to its history, values, politics, economy, or beliefs and practices.”).
- Advocacy – Ability to support various persons, groups, or causes within societal structures and systems that are different from oneself (QEP – Knowledge “Demonstrates sophisticated understanding of the important elements of another culture in relation to its history, values, politics, economy, or beliefs and practices.”).

Learning and Reasoning – A level of cognitive thinking that provides the capacity to reflect on experiences to apply learning in the future.

- Meaning-making - Ability to understand the importance of making sense of experiences, people, and surroundings.
- Problem solving and decision-making - Ability to identify and process a range of situations to achieve successful and productive outcomes.
- Critical and Reflective Thinking – Ability to synthesize information based on situational context and analysis to make logical and informed decisions.
- Evaluation and Analysis – Ability to organize and process information to determine usefulness and impact.

QEP references pulled from the Intercultural Knowledge and Competency Rubrics (<https://www.uhcl.edu/about/administrative-offices/assessment/quality-enhancement-plan/uhcl-2022-qep-report-becoming-aware.pdf> - pages 57-59)

In the Get Involved portal, each of the distinctions and competencies are listed and tagged for each co-curricular program and experience that was approved by the Office of Student Involvement and Leadership. This past year, the assessment and evaluation of the students participating within the League of the Rising Hawks was minimal due to the first phase launch in the spring semester. However, some data has been collected for students engaged in the League of Rising Hawks program.

Currently, 864 students have participated in the League of the Rising Hawks. The fall 2023 enrollment headcount was 8,259. Therefore, the percentage of students engaged in the program was 10.41% (864/8,259).

Of the 864 students engaged in League of the Rising Hawks, students identified with the following class standings:

- Postgraduate: 11
- Graduate: 179
- Freshman: 65
- Sophomore: 54
- Junior: 190
- Senior: 362

Tool	Beginning Assessment	Year 1 Assessment	Year 2 Assessment	Goal	When Assessed
Courses that incorporate the SLO	Fall 2022 survey data reported ~57 courses that contain the SLO	Fall 2023 QEP Faculty cohort #1 achieved approval for 9 courses being taught Summer 2023 (1) and Fall 2023 (6) and Spring 2024 (2)	Spring 2024 QEP Faculty cohort #2 achieved approval for 17 courses; Fall 2024 QEP Faculty cohort #3 approval for 10 courses	12 new courses for each year	Annual
Increase student participation in the League of the Rising Hawks in which the SLO is embedded	Event/activity rubric	The program did not launch and required a redesign during Year 1.	The program launched in spring 2024 and co-curricular experiences and programs were entered into the Get Involved portal.	Events approved with competencies tied to the QEP will be evaluated and assessed.	Each long semester

	Percent of the student population participation enrollment in program	The program did not launch and required a redesign during Year 1.	864 students have participated in the League of the Rising Hawks. The fall 2023 enrollment headcount was 8,259. Therefore, the percentage of students engaged in the program was 10.41% (864/8,259).	30% of the student population will participate in the League of Rising Hawks in 2026-2027	Annual
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Major Activities and Achievements

- The QEP Advisory Committee, comprised of stakeholders to act in an advisory capacity to ensure the operation of the QEP is effective for the campus, met twice this academic year. The fall meeting was October 18, 2023, and the spring meeting was February 28, 2024.
- The continued marketing of the QEP was another group of activities that the QEP Advisory Committee and QEP leadership were focused on. Eight presentations were given to department, faculty, student organization, and community member groups. Informational tables were set up at three different events with handouts and discussion shared about the QEP. Throughout the year, representatives of the QEP attended ten New Employee Orientation sessions reaching 90 new employees with information about *Becoming Aware: Intercultural Interactions at UHCL*. QEP branded collateral, two large banners that hang in the Bayou and SSCB buildings, eleven retractable, stand-up banners that are placed around our campuses, and two tabletop banners for use at the informational tables were procured.
- Cohort 2 launched the QEP for the 2023-2024 academic year, with 15 faculty members participating in training sessions led by three facilitators. They integrated QEP-themed Student Learning Outcomes (SLOs) into their courses, resulting in 17 additional courses certified.
- Cohort 3 joined the QEP, involving 11 faculty members and 1 administrative auditor in comprehensive training sessions. They presented their integrated SLOs at a campus-wide showcase, leading to 11 additional certified courses.
- Feedback from previous cohorts guided significant QEP revisions.
- A new faculty fellow and new facilitators were recruited and a revised implementation plan was developed to enhance program effectiveness.
- These efforts reflect ongoing commitment to advancing faculty development and integrating intercultural competencies across the curriculum.

Reflection on What the Institution Learned

Curricular Challenges in Year 2

Following the implementation of Cohorts 2 and 3 in Fall 2023 and Spring 2024 respectively, the institution gained valuable insights that have informed refinements to its Quality Enhancement Plan (QEP). Feedback from Cohorts 1, 2, and 3 underscored the importance of customizing training sessions to accommodate varying levels of prior knowledge among faculty members. Facilitated by three dedicated faculty members, both cohorts participated in a structured training program consisting of three half-day face-to-face sessions and offered optional virtual "Lunch & Learn" sessions. This dual-format approach aimed to deepen discussions on QEP-themed Student Learning Outcomes (SLOs) and provide flexibility in learning and implementation strategies tailored to individual participant needs.

The training sessions were instrumental in facilitating the seamless integration of aligned assessments and activities into participants' courses, ensuring that faculty could effectively incorporate intercultural competencies into their teaching practices. Insights gathered from participant feedback and evaluations conducted at the conclusion of each cohort guided significant revisions to the QEP. These revisions included updates to session content to enhance clarity and relevance, and adjustments to pedagogical approaches to promote active engagement and meaningful learning experiences.

Co-Curricular Challenges in Year 2

League of the Rising Hawks

The challenges in Year 2 involved not completing the full launch of the League of the Rising Hawks program. During the fall 2023 semester, the Office of Student Involvement and Leadership launched the first phase of the program to the Division of Student Affairs departments. This allowed the Division of Student Affairs to submit programs and experiences for inclusion in the League of the Rising Hawks program. In the spring of 2024, the program launched successfully with programs and experiences from the Division of Student Affairs. However, due to a complete turnover in staff in the Office of Student Involvement and Leadership, the program did not have the opportunity to sustain and move into the second phase of the implementation to the full university community of departments and colleges. The Office of Student Involvement and Leadership has now restructured, and the League of the Rising Hawks will be part of a staff members job description to continue implementing this program and fully launching the program to the university departments and colleges. Once the staff members are in place, the program will continue to the second phase of implementation for a full launch of the program.

Curricular Unanticipated Outcomes in Year 2

There were no curricular unanticipated outcomes.

Co-Curricular Unanticipated Outcomes in Year 2

There were no co-curricular unanticipated outcomes.

Looking Ahead: Recommendations for Improvement in Year 3 (2024-2025)

1. **Enhanced Differentiation in Training:** Tailor training sessions more precisely to accommodate varying levels of prior knowledge and experience among faculty members. This could involve pre-assessments and pre-work to gauge participants' familiarity with QEP themes, ensuring sessions are appropriately targeted and beneficial for all.
2. **Integration of Continuous Feedback Loops:** Establish structured mechanisms for ongoing feedback throughout the training process, not just at the conclusion of each cohort. This could involve mid-term evaluations or regular check-ins to assess progress, address challenges promptly, and adjust training strategies as needed.
3. **Focus on Longitudinal Impact:** Emphasize the longitudinal impact of the QEP by tracking and evaluating the integration of SLOs in courses over multiple semesters. Implement strategies to monitor sustained implementation and document outcomes to demonstrate ongoing improvement and effectiveness.
4. **Professional Development for Facilitators:** Provide dedicated professional development opportunities for facilitators to enhance their skills in guiding faculty through the QEP process. This could include workshops on effective facilitation techniques, cultural competence training, and updates on pedagogical best practices.
5. **Promotion of Collaborative Learning Communities:** Foster communities of practice among QEP participants to encourage peer collaboration, sharing of best practices, and collective problem-solving. This could be facilitated through online platforms, workshops, or interdisciplinary meetings focused on QEP integration.

League of the Rising Hawks

1. Full implementation of the program by completing the second phase with programs and experiences included from university departments and colleges.
2. Re-branding to enhance student participation in League of the Rising Hawks program.
3. Tracking data from students involved in the program with a variety of demographics to show various learning outcomes tied to the QEP.
4. Tracking overall involvement in the program by students.
5. Creating further outreach to the university community to understand the League of the Rising Hawks program and the impact on student learning.

Implementing these recommendations in Year 3 will not only strengthen the effectiveness of the QEP but also reinforce the institution's commitment to promoting inclusive, culturally responsive teaching practices and enhancing student learning outcomes across disciplines.

Appendix

QEP Year 2 Budget

Category	FY2023	FY2024
New salaries/wages, faculty stipends and fringe benefits	\$ 268,314.73	\$ 330,950.64
Office supplies	\$ 4,546.76	\$ 8,481.79
Marketing Materials	\$ 6,463.23	\$ 6,651.08
Travel (including registrations)	\$ 10,099.06	\$ 59,656.81
	\$ 289,423.78	\$ 405,740.32

QEP Advisory Committee 2023-2024

- Co-Chair (Faculty) – *Dr. Jennifer Grace*
- Co-Chair (Division of Student Affairs) - *Dr. Andrew Wiemer*
- Co-Chair (Administrator) – QEP Director—ex officio - *Tammy Braswell*

- Faculty Members (Faculty Facilitators)
Dr. Ariful Bhuiyan, CSE (College of Science and Engineering)
Dr. Kathy Garland, COB (College of Business)

- Office of Diversity and Inclusion Representative – *Dr. Brice Yates*
- Center for Faculty Development Representative – *Dr. Marci McMahon*
- Library Representative – *Lee Hilyer*
- Strategic Enrollment Management Representative – *Kara Hadley-Shakya*
- Division of Student Affairs Representatives – *Matthew Perry*
- University Staff Association Representative – *Fran Davis*
- Student Representative – *Joshua Lyman*
- Alumni Association Representative – *Dr. Estella Gillette*
- Associate Vice President for Academic Affairs\SACSCOC Liaison—ex officio – *Dr. Kathryn Matthew*
- Executive Director, Planning and Assessment —ex officio – *Dr. Pamelyn Shefman*

Cohort 2 Facilitators - Fall 2023 and Spring 2024

- Dr. Ariful Bhuiyan, CSE
- Dr. Kathy Garland, COB

Marketing Metrics for Goal 1

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

Tactics	Event Information	Metrics	Audience
Participate in New Employee Orientation to provide overview of QEP, discuss role employees play, and leave behind one-sheet overview	10 New Employee Orientation sessions; 90 New employees	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	2 sessions Approximately 15 new faculty	Number of sessions participating in, number of employees in attendance	Faculty
Setup information tables with welcome bags for students during key times over the semester (Welcome Days, etc.)	Student Involvement Expo: Welcome Week Bash 2023 was open to all campus on 8/24/23 at the Rec and Wellness Center 3-6pm. 3 OPA staff worked the table handing out 83 QEP T-shirts using an activity sheet of Find Someone who...	Number of tables set up; number of bags distributed	Students
Place banners in high-traffic areas around campus, Pearland, and TMC	Ensured this collateral was in place: 2 large banners (SSCB, Bayou); 9 retractable stand-up banners (Bayou-2; SSCB-2; Delta-1; Arbors-1; STEM-1; Residence Hall-1; Rec Center-1)	Number of banners produced, website click-thru rates for QR code/short links/vanity URL	Faculty, Staff, Students

Marketing Metrics for Goal 2

Create awareness of and promote participation in QEP-related events and activities among students and employees.

Tactics	Event	Metrics	Audience
<p>Develop standard attendance tracking for events and activities to measure participation and engagement</p>	<p>QEP workgroup Fall 2022 - 7 faculty</p> <p>QEP Cohort1 Faculty Sp23 – 10 participants and 12 QEP courses approved with 1 full day session and 3 virtual sessions</p> <p>QEP Cohort2 Faculty F23 – 15 participants and 17 QEP courses approved with 1 full day session and 3 virtual sessions</p> <p>QEP Cohort3 Faculty Sp24 – 11 participants and 1 Student Affairs audit and 11 QEP courses approved with 3 half-day sessions and 3 virtual sessions</p>	<p>Number of events held, number of participants</p>	<p>Faculty, Staff, Students</p>

Marketing Metrics for Goal 3

Highlight impact of QEP to students, employees, and external community partners.

Tactics	Event	Metrics	Audience
Information on QEP delivered in President's reports (annual report, report to community, etc.)	10-17-2023 Information shared at the President's State of the University address to UHCL campus	Number of reports information included in, web traffic, email open rates and click-thru rates for any digital reports	Faculty, Staff, Students