

University of Houston – Clear Lake
Quality Enhancement Plan (QEP)
Implementation Year 1: 2022-2023
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 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 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 is the first annual report of the UHCL QEP, *Becoming Aware* with the implementation Fall 2022. The following narrative offers summary details of the implementation and process outcomes. These measures and actions were proposed and implemented by the QEP Team to provide informative data to drive ongoing decision-making during QEP implementation throughout the 2022-2023 academic year.

Year 1 Implementation:

- A marketing campaign promoting the QEP included informational sessions, presentations, website updates, and banners displaying the QEP logo strategically placed around campus.
- In Fall 2022, a faculty workgroup was organized and tasked with creating content for implementing a cohort-based faculty development program.
- Faculty training materials, based on "Teaching Interculturally: A Framework for Integrating Disciplinary Knowledge and Intercultural Development," were developed.
- In Spring 2023, Cohort 1 of faculty members participated in workshops.
- A successful QEP Faculty Showcase of Cohort 1 faculty shared how *Becoming Aware* will be incorporated into their classroom with the university community. A result of their participation led to nine courses recognized as QEP-certified.

- A marketing campaign has been initiated to promote the League of the Rising Hawks program.
- Student Affairs begun actively working on outcomes and assessment strategies for program categories. This included a reconstruction of the program.

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 Year 1 is sustained and that the university continues to evolve as a hub for intercultural learning and understanding.

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 1

Curricular Changes and Implementation in Year 1

Fall 2022

In fall 2022, two strategic directions were implemented: (1) the development of the initial material for faculty training and (2) recruitment and selection for the members of Cohort 1.

The QEP leadership chose the book *Teaching Interculturally: A Framework for Integrating Disciplinary Knowledge and Intercultural Development* by Amy Lee as the fundamental basis for faculty training and development. Then, recruitment of the QEP Faculty Development Workgroup began. The Workgroup was tasked with creating content for implementing a cohort-based faculty development program, including any needed tools or handouts. Seven faculty agreed to be members of the Workgroup. In December, the workgroup finished developing all elements for the training. At that time, four faculty members agreed to be the facilitators who would lead all training sessions for Cohort 1 in Spring 2023.

In December, the initial invitation to possible participants for Cohort 1 was sent out. Ten faculty members representing all four colleges accepted the invitation.

Spring 2023

In February, the Cohort 1 on-campus day-long workshop faculty retreat was held with ten faculty participants. This session was followed by three one-hour online sessions conducted in March. In April, the QEP Faculty Showcase was held. The showcase was an opportunity for Cohort 1 faculty to share with the university community how they are/will/plan to incorporate Becoming Aware into the classroom. Twelve faculty took advantage of the showcase, and the feedback from the community was overwhelmingly positive. Nine faculty members completed the QEP verification process, and nine courses were recognized as QEP-certified.

Co-Curricular Changes and Implementation in Year 1

Fall 2022

In fall 2022, the following processes were initiated, which aligned with the proposed spring 2023 full implementation plan in the initial QEP report.

Program Marketing Campaign: A student intern was hired to work on the development of marketing materials for the League of the Rising Hawks program. Concepts created would help build a campus-wide marketing campaign.

Primary SLO for Program Categories: The Division of Student Affairs tasked the division's Assessment Committee with developing outcomes as well as building a pre-/post testing strategy for two (2) the four (4) categories.

DSA Implementation Committee: A League of the Rising Hawks workgroup was created to further develop the program, which would later include implementation of the program that would align with the QEP plan.

In fall 2022, while working to implement processes, the following modifications were required. Program Marketing Campaign – Concepts developed by the student intern were delayed and due to leadership changes within DSA, the materials were not shared by any planning group(s) tasked with launching and assessing the League of the Rising Hawks program. As a result, branding for the program and related materials were not produced for the proposed marketing campaign launch.

DSA Implementation Committee – Members of the Assessment Committee, along with colleagues within the Division of Student Affairs formed a workgroup to work on designing rubrics for program submissions to be considered for the program. After reviewing the initial categories designed by previous workgroups, the current members struggled with operationalizing them into measurable rubrics that would support a program review. In addition, the challenge in creating program submission rubrics impacted SLO design that would be included within the program submission form. This challenge called for a re-evaluation of the current program structure.

Spring 2023

In spring 2023, the League of the Rising Hawks workgroup worked closely with the Vice President of Student Affairs (VPSA) in redesigning the program structure and categories. This redesign was necessary and changed the trajectory in implementing the program as outlined in the original QEP plan. The workgroup reviewed the current categories and realized that the focus was more on general topics that could not successfully assess learning as designed. With guidance from the university's Planning and Assessment Office, the VPSA facilitated redesign meetings with the workgroup by reworking the categories into measurable competencies. The following tasks took place within the workgroup throughout spring 2023 and into summer 2023:

- A review of new categories through benchmarking of other models and comparable programs
- Finalized a new set of program categories and renamed them program distinctions
- Competencies established for each new distinction and defined
- New competencies mapped to QEP for assessment
- Developed student expectations in completing the program, which include self-reflections and a capstone project.
- Forms created within Anthology Engage (UHCL GetInvolved) including program path to track progress/completion, program submission, and capstone form
- Rubric forms created to evaluate program submissions and capstone presentations
- Facilitated a student focus group to gain feedback on program design and completion regalia
- Partnered with university's Marketing and Communications team in creating marketing badges to represent each new distinction and overall program branding.
- Marketing graphic concepts designed in preparation for official launch
- Developed a web presence on the UHCL website

The complete redesign of the League of the Rising Hawks program was necessary in order to successfully assess student learning and support the success of the university’s QEP plan. The new design also provided an opportunity for all areas of campus to submit proposals for consideration for any of the four (4) new distinctions and associated competencies.

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 2022 administration of the survey, meeting and/or surpassing the target set. With this just a one-year difference in administration of the survey, the trend will be monitored over the next five years.

Tool	Beginning Assessment	Year 1 Assessment	Target	When Assessed
NSSE	2021 NSSE UHCL Collaborative Learning mean score 23.9 Discussion Diverse Others mean score 34.5	2022 NSSE UHCL Collaborative Learning mean score 30.6 Discussion Diverse Others mean score 37.2	2026 NSSE UHCL Collaborative 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.	90% of the skills Application of Knowledge, New Perspectives, 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	Retain 90% or higher agreement on the social responsibility measures	Annual

Assessment and Evaluation of Implementation Outcomes

During 2022-2023 academic year (Year 1), faculty cohort 1 participated in training sessions developed by the Fall 2022 Faculty Workgroup. By July 1, 2023, six faculty had received stipend payments for participating in training, submitting updated syllabi indicating incorporation of cultural interaction curriculum into their courses, and presenting at a Faculty Showcase. In working to strengthening the faculty implementation of the SLO in the curriculum, there were nine courses that were QEP approved for cohort 1 faculty. One of the approved courses was taught during Summer 2023, six courses are scheduled to be taught Fall 2023, and two courses are scheduled to be taught Fall 2024.

Due to the delay in the full launch of the League of the Rising Hawks, approval and participation data are not applicable.

Tool	Beginning Assessment	Year 1 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)	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.	100% of all events approved will have the SLO embedded	Each long semester
	Percent of the student population participation enrollment in program	The program did not launch and required a redesign during Year 1.	30% of the student population will participate in the League of Rising Hawks in 2026-2027	Annual

Major Activities and Achievements

To assure the Assessment and Evaluation of Student Outcomes as well as the Assessment and Evaluation of Implementation Outcomes is effective, the QEP Advisory Committee was created with intentionally assigned stakeholders to act in an advisory capacity to ensure the operation of the QEP is effective for the campus. This committee has the charge of meeting once a long semester. The fall meeting was October 26, 2022, and the spring meeting was February 8, 2022.

The 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 twelve New Employee Orientation sessions reaching 142 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.

Reflection on What the Institution Learned

Curricular Challenges in Year 1

After conducting the faculty training for Cohort 1, we decided to make some changes to the training for Cohort 2. Primarily, the feedback from Cohort 1 participants suggested that more time was needed to discuss the module topics fully. It was decided that Cohort 2 training would consist of 3 one-half-day in-person sessions and 3 “Lunch & Learn” virtual sessions. This would allow for a more robust discussion of the contents of each module.

Co-Curricular Challenges in Year 1

The challenges in Year 1 involved launching the League of the Rising Hawks as a plan for fall 2022. In addition to marketing delays, the structure of the original design was not set up in a way to measure student learning. This was made evident when the workgroup attempted to design rubrics for program submission review. After further review and with the support of both the university’s Planning and Assessment Office and the Vice President of Student Affairs, a program redesign was approved. From early spring 2023 to late summer 2023 a full redesign occurred, which transformed the four (4) categories into four (4) measurable distinctions with associated competencies, which would allow for a smoother process in measure student learning. The table below highlights the program category redesign.

The League of the Rising Hawks 1.0 Original Four Categories	The League of the Rising Hawks 2.0 New Four Distinctions
<ol style="list-style-type: none">1. Community Engagement2. Career and Professional Development3. Social Responsibility and Advocacy4. Scholarship and Academic Achievement	<ol style="list-style-type: none">1. Self-Awareness & Personal Development2. Leadership & Professional Development3. Civic & Social Responsibility4. Learning & Reasoning

The redesign and the addition of competencies to the new model will now support student learning through measurable outcomes throughout the program. The following table outlines the series of competencies that now support the four (4) distinctions.

Self-Awareness & Personal Development	Leadership & Professional Development
<p>Emotional intelligence - Ability to understand and manage one’s own emotions and behaviors as well as recognizing the influence on others</p> <p>Authenticity – Ability to understand and is true to one’s own personality, spirit, or character, despite external pressures</p> <p>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</p> <p>Health and wellbeing – Ability to expand personal growth and development in multiple dimensions of wellness to lead a healthy lifestyle</p>	<p>Meaningful relationships – Ability to establish and cultivate productive, mutually beneficial relationships with others that supports a trusting and caring environment</p> <p>Communication - Ability to clearly and effectively engage in active listening, verbal and non-verbal communication with others from a variety of perspectives and experiences</p> <p>Teamwork – Ability to build and maintain collaborative relationships to work effectively towards a shared vision</p> <p>Empowerment - Ability to share power, information, and resources to create ownership in a task or process</p>
Civic & Social Responsibility	Learning & Reasoning
<p>Connection and belonging - Ability to demonstrate awareness, attitude, and knowledge to engage others from different backgrounds, beliefs, and experiences</p> <p>Active citizenship - Ability to build awareness and engage with communities in community which they are involved</p> <p>Global perspective – Ability to maintain the skills, values, and behaviors to engage in a diverse and interconnected world</p> <p>Advocacy – Ability to support various persons, groups, or causes within societal structures and systems that are different from oneself</p>	<p>Meaning-making - Ability to understand the importance of making sense of experiences, people, and surroundings</p> <p>Problem solving and decision-making - Ability to identify and process a range of situations to achieve successful and productive outcomes</p> <p>Critical and Reflective Thinking – Ability to synthesize information based on situational context and analysis to make logical and informed decisions</p> <p>Evaluation and Analysis – Ability to organize and process information to determine usefulness and impact</p>

Curricular Unanticipated Outcomes in Year 1

There were no curricular unanticipated outcomes.

Co-Curricular Unanticipated Outcomes in Year 1

At the start of Year 1, the workgroup assigned to the League of the Rising Hawks program quickly realized the need to re-evaluate the design of the four original categories, as they were too broad to interpret when developing rubrics to score program submissions.

Looking Ahead: Recommendations for Improvement in Year 2 (2023-2024)

The preparation for and the training of QEP cohort 1 of faculty led to several changes for improvement for the next cohort of faculty. Participants and facilitators of cohort 1 suggested breaking up the full-day retreat into small chunks. This would help keep the focus of the cohort and allow for more discussion time during the QEP cohort training. This suggestion was considered by the QEP Advisory Committee leadership team along with the QEP faculty training facilitators. The training modules were restructured to break up the training into three, four-hour days. There are also three, one-hour lunch-and-learn sessions. These are virtual and cohort participants can pick which ones they want to attend, as long as they attend at least one session.

Appendix

QEP Year 1 Budget

Category		FY2023
New salaries/wages, faculty stipends and fringe benefits	\$	268,314.73
Office supplies	\$	4,546.76
Marketing Materials	\$	6,463.23
Travel (including registrations)	\$	<u>10,099.06</u>
	\$	289,423.78

QEP Advisory Committee 2022-2023

- Co-Chair (Faculty) – *Dr. Leroy Robinson*
- Co-Chair (Division of Student Affairs) - *Patrick Cardenas*
- Co-Chair (Administrator) – QEP Director—ex officio - *Tammy Braswell*

- Faculty Members (Lead Faculty)
 - Dr. Ariful Bhuiyan, CSE (College of Science and Engineering)
 - Dr. Debra Clark, HSH (Human Sciences and Humanities)
 - Dr. Soma Datta, CSE
 - Dr. Comeka Anderson Diaz, HSH
 - Dr. Jennifer Grace, COE (College of Education)
 - Dr. Randy Seevers, COE
 - Dr. Jennifer Grace, COE

- Office of Diversity and Inclusion Representative – *Dr. Brice Yates*
- Center for Faculty Development Representative – *Dr. Robert Bartsch*
- 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*

Lead Faculty Workgroup Fall 2022

- Dr. Ariful Bhuiyan, CSE
- Dr. Debra Clark, HSH
- Dr. Soma Datta, CSE
- Dr. Comeka Anderson Diaz, HSH
- Dr. Kathy Garland, COB (College of Business)
- Dr. Jennifer Grace, COE
- Dr. Randy Seevers, COE

Cohort 1 Facilitators - Spring 2023

- Dr. Ariful Bhuiyan, CSE
- Dr. Comeka Anderson Diaz, HSH
- Dr. Kathy Garland, COB
- Dr. Jennifer Grace, COE

Marketing Metrics

Tactics	Event Information	Metrics	Audience
Conduct "roadshow" presentation for departments and areas around the university to provide information about the QEP.	USA meeting on 9/15/22 Faculty Assembly on 10/26/22 Deans Council on 11/9/22 Alumni Association on 11/30/22	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	12 New Employee Orientation sessions; 142 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 40 employees	Number of sessions participating in, number of employees in attendance	Faculty
Conduct "roadshow" presentation for student organizations and other similar groups to provide information about the QEP and upcoming events and activities	1. National Night Out on 10/4/22 48 bottles of water handed out, and talked with at least that many individuals about the QEP and handing out an informational half sheet (open to all campus community) 2. Student Government General Assembly Meeting on 4/11/23 with approximately 40 attendees	Number of sessions held, number of students in attendance	Faculty, Staff, Students, Community

<p>Setup information tables with welcome bags for students during key times over the semester (Welcome Days, etc.)</p>	<p>1. I Heart UHCL on 10/12/22 was open to all of campus - students, faculty, staff with 2 graduate students working (407 total event attendees); 2. Student Involvement Expo: Welcome Week on 1/26/23 was open to all campus with 1 graduate student working, giving out stickers, sticky note pads, and 33 white carry bags (472 total event attendees); 3. Student Involvement Expo: Welcome Week Bash 2023 was open to all campus. 3 OPA staff worked the table handing out 83 QEP T-shirts using an activity sheet of Find Someone who...</p>	<p>Number of tables set up; number of bags distributed</p>	<p>Students</p>
<p>Place banners in high-traffic areas around campus, Pearland, and TMC</p>	<p>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); Added 2 more tall stand-up banners and 2 table-top banners (to use at events)</p>	<p>Number of banners produced, website click-thru rates for QR code/short links/vanity URL</p>	<p>Faculty, Staff, Students</p>