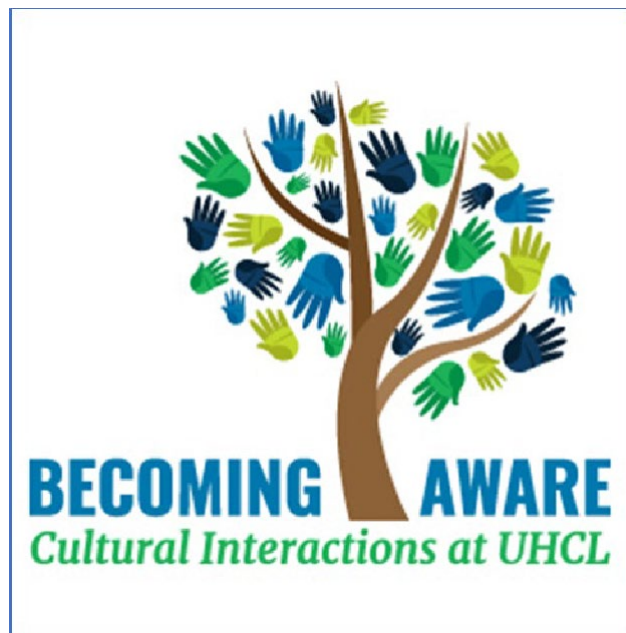




Quality Enhancement Plan (QEP)  
Implementation Year 3: 2024-2025  
Annual Review



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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 third annual report of the UHCL QEP, *Becoming Aware*, continuing the implementation since 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 2024-2025 academic year.

### Year 3 Implementation:

- The marketing campaign continued promoting the QEP to include informational sessions, presentations, website updates, and banners displaying the QEP logo strategically placed around campus.
- New in Fall 2024, the QEP expanded its support for the UHCL Common Reading Program through two key co-sponsorships. A field trip to Houston for the Common Reader Program was co-sponsored with the Office of Student Involvement and Leadership (OSIL) and the Common Reader Committee. This event enabled 51 students and faculty to participate. Subsequently, in Spring 2025, the QEP provided classroom support for a cross-disciplinary initiative involving 125 students across three different courses, focusing on the processing and internalization of the learning outcome in three different courses.

- In Fall 2024, Cohort 4 faculty members participated in workshops and a successful QEP Faculty Showcase of Cohort 4 faculty shared how Becoming Aware will be incorporated into their classroom with the university community. The result of their participation led to 12 additional courses recognized as QEP-certified.
- In Spring 2025, Cohort 5 faculty members participated in workshops and a successful QEP Faculty Showcase of Cohort 5 faculty shared how Becoming Aware will be incorporated into their classroom with the university community. The result of their participation led to 14 additional courses recognized as QEP-certified.
- A call went out to previous participants to certify a second class and this led to six additional courses being QEP certified.
- Based on a focus group of cohorts 1-3, a Canvas shell and workgroup space was created to enhance participant background knowledge.
- Additionally, 3 new facilitators were chosen, and the QEP content and methods of delivery were updated to improve faculty experience and successful implementation.
- The QEP Education Abroad Travel Fund significantly supported student global engagement during the 2024–2025 academic year. A total of 50 students received support through the fund, enabling their participation in faculty-led and campus supported education abroad trips. This includes 47 students in Summer 2025 and 3 in Fall 2025. By facilitating these experiences, the fund directly promotes the development of intercultural knowledge and competency within UHCL's Education Abroad programming.
- 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.
- 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 3**

### **Academic Affairs Curricular Changes and Implementation in Year 3**

#### Fall 2024

In Fall 2024, two strategic efforts were conducted: (1) launching the QEP with Cohort 4, and (2) recruiting and selecting members for Cohort 5.

In Fall 2024, the QEP leadership launched a Canvas-based workgroup featuring readings and activities designed to enhance participants' background knowledge in the three focus areas: intercultural knowledge, cultural humility, and intercultural teamwork. The intent was for participants to complete each module prior to the corresponding in-person session. Three faculty members served as facilitators, leading all training sessions for Cohort 4.

Cohort 4 consisted of 12 participants—11 faculty members (1 from COB, 4 from COE, 3 from CSE, and 3 from HSH) and 1 staff member—representing all four colleges and the Neumann Library. They engaged in a comprehensive training program that included three in-person sessions, designed to support faculty in integrating QEP-themed Student Learning Outcomes (SLOs) into their courses.

A key highlight of the semester was the showcase event, open to all faculty and staff, where Cohort 4 participants shared their work. Through poster sessions, they illustrated how they integrated the new Student Learning Outcomes (SLOs), aligned assessments, and designed course activities based on their semester-long training and implementation efforts.

The result of their participation led to 12 additional courses recognized as QEP-certified. A staff member audited and did not prepare a course, and one faculty participant redesigned and certified two courses which equaled 12 total.

Another key highlight was an invitation to members of cohorts 1–3 to submit an additional course for QEP certification beyond their original submission. This resulted in six more courses being certified by previous cohort members, bringing the total number of QEP-certified courses for the semester to 18.

At the conclusion of the semester, an evaluation was conducted to assess the effectiveness of the training and implementation process. The insights gathered informed adjustments and improvements for future cohorts. Overall, feedback was overwhelmingly positive, with some constructive suggestions related to the rollout and clarity of the new Canvas shell component of the QEP.

Dr. Jennifer Grace (COE) was retained for an additional year as the faculty fellow, with her second term extending from January 2025 through December 2025.

## Spring 2025

In Spring 2025, several strategic initiatives were pursued, including the launch of the QEP with Cohort 5 and the recruitment and selection of members for Cohort 6. A program evaluation was conducted through surveys to gather feedback and assess progress. Toward the end of the semester, new faculty facilitators were recruited and selected to lead sessions for Cohorts 6 and 7 in the following year. Additionally, the QEP session facilitation model was revised to adopt a true co-facilitation approach, enhancing its effectiveness. Plans were also developed to introduce foundational concepts of culture as precursors to sessions on intercultural knowledge, cultural humility, and intercultural teamwork.

In Spring 2025, Cohort 5, consisting of 13 faculty members representing all four colleges (1 COB, 3 COE, 6 CSE, and 3 HSH), participated in an extensive training program designed to integrate QEP-themed Student Learning Outcomes (SLOs) into their courses. The program included three online modules delivered through Canvas, complemented by three corresponding face-to-face sessions.

A standout moment of the semester was the showcase event, which brought together faculty and staff from across campus. Cohort 5 members highlighted their progress through engaging poster sessions, illustrating how they effectively embedded the new SLOs, aligned assessments, and crafted meaningful course activities over the semester. As a result of their participation, 14 additional courses received QEP certification, with one participant choosing to certify two courses.

Following the conclusion of Cohort 5, QEP Leadership conducted an evaluation based on survey feedback from participants. The responses were positive, with a few constructive suggestions requesting clearer foundational content on cultural background. This feedback prompted discussions on how to adjust the curriculum to better address these needs.

At the end of the semester, with the recruitment of new facilitators, the number of facilitators was reduced from three to two. Consequently, the previous model—where each facilitator “owned” a specific topic—was replaced with a true co-facilitation approach, in which both facilitators share responsibility for presenting content. This new model will be implemented at the start of Year 4.

Overall, the adjustments made in response to feedback and evaluation data highlight a strong commitment to the continuous improvement of the QEP framework. These refinements ensure the program remains adaptive and responsive to the evolving needs, challenges, and aspirations of faculty members and the broader campus community. By actively incorporating participant insights, the QEP leadership demonstrates dedication to fostering an effective learning environment that supports both teaching excellence and student success. This ongoing cycle of evaluation and enhancement positions the QEP to remain relevant and impactful for years to come.

## Student Affairs Co-Curricular Changes & Year 3 Implementation

### Fall 2024

Going into Fall 2024, the Office of Student Involvement and Leadership (OSIL) planned to enter the next phase of the League of the Rising Hawks implementation. This phase was to invite departments and colleges across UHCL to submit new co-curricular programs and experiences for inclusion in the fall semester's offerings.

However, a complete turnover of professional staff in OSIL during Spring 2024 meant the program was not fully launched campus-wide as intended. While the plan included hiring a Program Manager to oversee League of the Rising Hawks, budget uncertainties delayed the hire until after the university and the Division of Student Affairs completed the biennium budget process.

Despite these challenges, previously approved co-curricular experiences from the initial launch continued into the new academic year if they were repeat events.

### Spring 2025

Spring 2025 marked a turning point for the League of the Rising Hawks. With budget constraints still in play, OSIL received approval to hire a Graduate Assistant to support leadership programs and League of the Rising Hawks until permanent staffing was in place.

Key steps taken this semester included:

- **February 2025:** A campus-wide call for program submissions from the 2024–2025 academic year allowed OSIL to review and retroactively award credit to students who completed program competencies.
- **April 2025:** All approved programs were added to the GetInvolved portal, and corresponding credit was applied to student accounts.
- **Summer 2025:** For the first time, League of the Rising Hawks was introduced during every Orientation session. In the Hawk Way of Life presentation, university leadership highlighted the program and encouraged all students to participate.

### *Platform Transition: GetInvolved → HawkLink*

Until now, League of the Rising Hawks has been hosted in GetInvolved (powered by Anthology). Over the past year, OSIL researched more dynamic engagement platforms to improve our student experience.

Starting August 2025, students will access the program through HawkLink (powered by Ready Education). This platform will:

- Make finding and tracking League of the Rising Hawks experiences easier than ever
- Allow event organizers to tag programs for League of the Rising Hawks during the regular event approval process
- Activate approved programs in real time so students can register, attend, and automatically receive credit once attendance is recorded

### *Staffing Update*

Following UHCL's budget process for the next biennium, OSIL received funding to hire a Program Manager for Leadership and Community Engagement. This role will oversee the League of the Rising Hawks, support program growth, and strengthen leadership development opportunities for students.

### *Looking Ahead: 2025–2026*

With new staff support and the launch of HawkLink, League of the Rising Hawks will be more visible and accessible than ever. Students will be able to track and complete the program's four 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.

To earn each distinction, students must meet at least 3 of 4 competencies, complete 12 unique experiences, and finish a capstone project.

With these improvements, the League of the Rising Hawks is poised to be a signature co-curricular program that empowers Hawks to lead, serve, and succeed far beyond the classroom.



## 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	Year 3 Assessment	Target	When Assessed
NSSE	2021 NSSE UHCL Collaborative Learning mean score 23.9  Discussion Diverse Others mean score 34.5  (shared in the proposal)	2022 NSSE UHCL Collaborative Learning mean score 30.7  Discussion Diverse Others mean score 36	2023 NSSE UHCL Collaborative Learning mean score 31.7  Discussion Diverse Others mean score 34.5	2024 NSSE UHCL Collaborative Learning mean score 31.4  Discussion Diverse Others mean score 41.3	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.	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 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	87% agreement on the social responsibility measures for 2023-2024	88% agreement on the social responsibility measures for 2024-2025	Retain 90% or higher agreement on the social responsibility measures	Annual

## **Assessment and Evaluation of Implementation Outcomes**

During the 2024–2025 academic year (Year 3), faculty Cohorts 4 and 5 actively participated in training sessions redesigned by the Year 3 faculty facilitators. By July 1, 2025, 24 faculty members had received stipends for their engagement in the program. These faculty members demonstrated their commitment to culturally responsive teaching by submitting revised syllabi that integrated the cultural awareness curriculum and by sharing their work at the Faculty Showcase.

As part of ongoing efforts to strengthen faculty implementation of Student Learning Outcomes (SLOs), 26 courses from Cohorts 4 and 5 received QEP approval. An additional six courses were submitted by faculty from previous cohorts, bringing the total number of newly QEP-verified courses for the year to 32. These approvals underscore meaningful progress in embedding intercultural interaction elements across the curriculum and advancing the core objectives of the QEP.

### *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. Listed below are those distinctions and those competencies that correspond to the Intercultural Knowledge and Competency Rubric. Program experiences in 2024-2025 were evaluated and then assigned the competency and distinctions that students would gain from participating.

### **League of the Rising Hawks Distinctions and Competencies**

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

- 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”).

**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.”).

**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.”).
- 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.

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 GetInvolved 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 academic year 2024-2025, the assessment and evaluation of the students participating within the League of the Rising Hawks had some growth from 2023-2024. Below is data that was collected for those current students engaged in the League of Rising Hawks program from 2024-2025.

Currently, 1,429 students have participated in the League of the Rising Hawks. The Fall of 2024 enrollment headcount was 8,137. Therefore, the percentage of students that engaged in the program was 17.56% ( $1,429/8,137$ ).

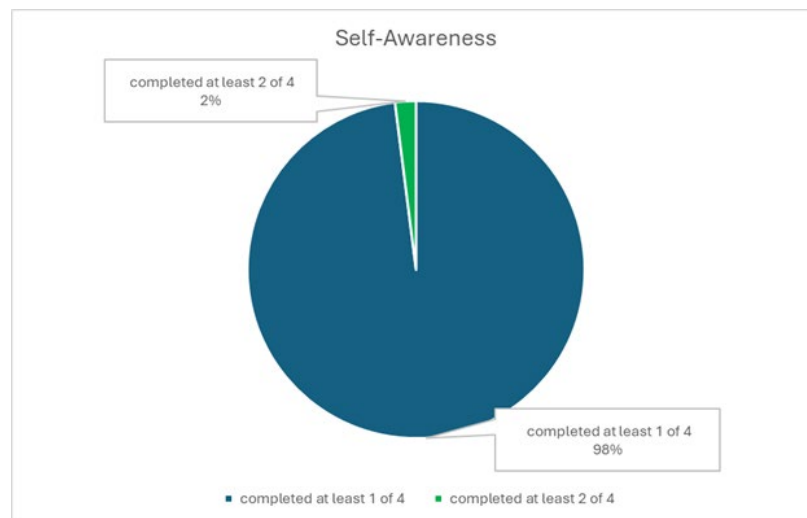
Of the 1,429 students engaged in League of the Rising Hawks, students identified with the following class standings:

- Freshman: 129
- Graduate: 325
- Junior: 368
- Post Baccalaureate: 19
- Seniors: 492
- Sophomore- 96

Below is a breakdown of each distinction/path:

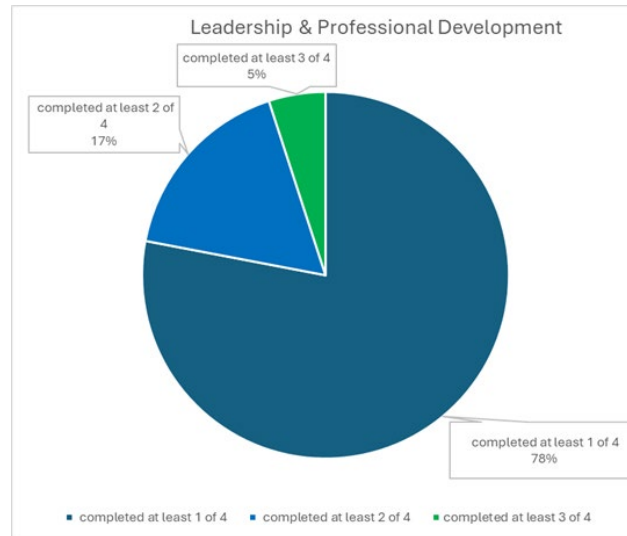
Self-Awareness - 280

- 98% = 274/280 completed at least 1 of 4
- 2% = completed 2 of 4



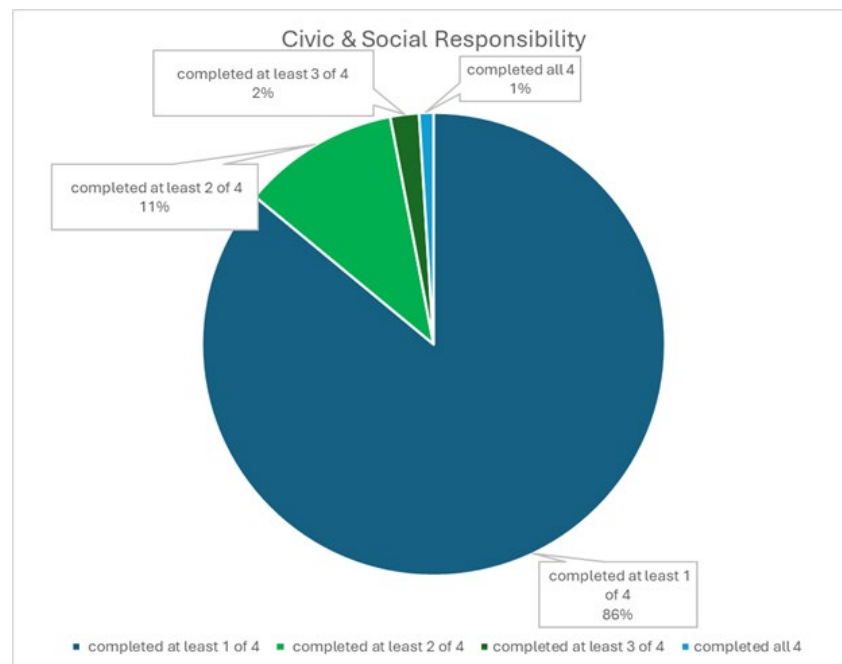
### Leadership & Professional Development - 809

- 78% = 627/809 completed at least 1 of 4
- 17% = 137/809 completed at least 2 of 4
- 5% = 42/809 completed at least 3 of 4



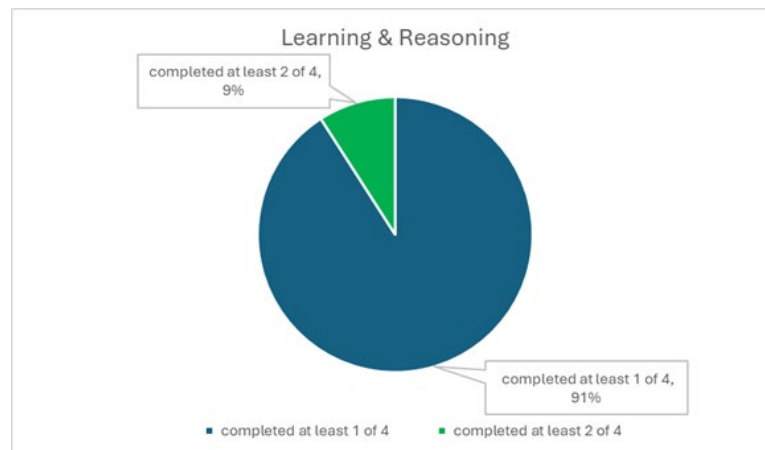
### Civic & Social Responsibility - 992

- 86% = 850/992 completed at least 1 of 4
- 11% = 114/992 completed at least 2 of 4
- 2% = 19/992 = completed at least 3 of 4
- 1% = 6/992 completed all 4



## Learning & Reasoning - 22

- 91%= 20/22 completed at least 1 of 4
- 9% =2/22 completed at least 2 of 4



Tool	Beginning Assessment	Year 1 Assessment	Year 2 Assessment	Year 3 Assessment	Goal	When Assessed
Courses that incorporate the SLO	Fall 2022 survey data reported ~57 courses that contain the SLO	Spring 2023 Cohort 1 17 courses approved; Summer 2023 1 course; and Fall 2023 QEP Cohort 2 18 courses approved	Spring 2024 QEP Faculty Cohort 3 12 courses approved; Fall 2024 QEP Faculty Cohort 4 12 courses approved	Spring 2025 QEP Faculty Cohort 5 achieved approval for 14 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.	Co-Curricular experiences were entered into the GetInvolved portal by departments within the Division of Student Affairs. The experiences were each tied to one of the competencies in the program including the QEP connected competencies.	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	Academic year 2021-2022 = 833 total unknown & (will be calculated after end of Summer 2022	864 students have participated in the League of the Rising Hawks. The fall 2023 enrollment headcount was 8,259. The percentage of students engaged in the program was 10.41% (864/8,259).	1,429 students have participated in the League of the Rising Hawks. The Fall of 2024 enrollment headcount was 8,137. Therefore, the percentage of students that engaged in the program was 17.56% (1,429/8,137).	30% of the student population will participate in the League of the Rising Hawks in academic year 2026-2027	Annual

## 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 4 launched the QEP for the 2024-2025 academic year, with 11 faculty members and 1 staff auditor participating in training sessions led by three facilitators and the faculty fellow. They integrated QEP-themed Student Learning Outcomes (SLOs) into their courses, resulting in 12 additional courses being certified.
- Cohort 5 joined the QEP, involving 13 faculty members and 1 administrative auditor in comprehensive training sessions. They presented their integrated SLOs at a campus-wide showcase, leading to 14 additional certified courses.
- Feedback from these cohorts guided minor QEP tweaks.
- New facilitators who were recruited are working on a co-facilitation model to be implemented next academic year.
- 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 3

The training sessions played a critical role in helping faculty integrate aligned assessments and activities into their courses, supporting the effective incorporation of intercultural competencies into teaching practices. Participant feedback and cohort evaluations were instrumental in shaping meaningful revisions to the QEP. These included refining session content for greater clarity and relevance and modifying pedagogical strategies to foster more active engagement and deeper learning experiences.

One key insight from previous cohorts was the recognition that faculty enter the sessions with varying levels of background knowledge. In response, a Canvas workgroup was introduced to provide faculty with preparatory readings and videos prior to the start of training. However, during Cohort 4, challenges emerged—some faculty forgot to engage with the materials, while others found them too time-consuming. Improvements were made in Cohort 5 by embedding reminders into the Canvas platform, which led to increased participation. Moving forward, communication around the purpose of these materials will be strengthened, and automated reminders and tracking will be implemented to improve efficiency and engagement.

Another significant learning from Cohort 5 was the need for deeper exploration of the concept of *culture* itself. While existing content supported the development of intercultural knowledge, cultural humility, and teamwork, it became clear that faculty would benefit from additional dialogue and reflection around foundational understandings of culture. Future cohorts will include dedicated time and resources to address this gap.

Finally, the original facilitation model—where three facilitators each owned a specific topic—is being revised. Based on feedback and implementation experiences, the QEP will move to a co-presenter model with two facilitators sharing full ownership of the curriculum. This shift is intended to promote a more cohesive and collaborative learning experience for faculty participants.

### Co-Curricular Challenges in Year 3

#### *League of the Rising Hawks*

The primary challenge in Year 3 stemmed from significant staffing disruptions that delayed the program's planned initiatives for Fall 2024. In Spring 2024, the Office of Student Involvement and Leadership (OSIL) experienced a complete turnover of professional staff. This transition led to the hiring of a new director, followed by the onboarding of additional staff members. However, the position intended to oversee the League of the Rising Hawks was placed on hold due to the university's budget process and ongoing financial uncertainties.

As a result, program outreach stalled until Spring 2025. All co-curricular experiences from that academic year had to be gathered retroactively, added to the student engagement portal, and then applied to participating students' records.

With the budget process now complete, OSIL is moving forward with hiring a Program Manager who will oversee the League of the Rising Hawks. This dedicated role will provide stability, improve coordination, and ensure consistent growth of the program.

Additionally, the upcoming launch of the HawkLink student engagement portal will streamline the process for departments to submit student experiences. Previously, experiences were collected only once per semester or annually, creating delays. With HawkLink, departments will be able to submit events year-round, and approved experiences will be activated in the system within a week—allowing students to see and engage with them more quickly.

### **Curricular Unanticipated Outcomes in Year 3**

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 4 (2025-2026)

1. **Enhanced Foundational Knowledge Support in Training:** Tailor training sessions more precisely to accommodate varying levels of prior knowledge and experience among faculty members. This involves 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 regular check-ins after each session 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. **Leverage HawkLink for Full Program Integration**  
Fully implement League of the Rising Hawks within the HawkLink student engagement platform to streamline event submissions from departments and colleges and make experiences easier to access for students.
2. **Strengthen Program Leadership & Student Engagement**  
Partner closely with the dedicated League of the Rising Hawks staff member to expand program visibility, enhance student interest, and increase active participation.
3. **Launch a Targeted Marketing & Outreach Strategy**  
Collaborate with the Division of Student Affairs Communications team to design and execute a robust marketing campaign that boosts awareness and drives engagement across campus.
4. **Enhance Tracking & Assessment Through HawkLink**  
Use HawkLink's data capabilities to monitor student participation by demographics, measure progress toward program learning outcomes, and align results with QEP

objectives.

**5. Highlight Program Impact Through Data & Storytelling**

Regularly share success stories, participation data, and outcome analysis to demonstrate the value of League of the Rising Hawks and celebrate student achievements.

Implementing these recommendations in Year 4 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 3 Budget**

<b>Category</b>	<b>FY2023</b>	<b>FY2024</b>	<b>FY2025</b>
New salaries/wages, faculty stipends and fringe benefits	\$ 268,314.73	\$ 330,950.64	\$ 278,709.57
Office supplies	\$ 4,546.76	\$ 8,481.79	\$ 3,395.03
Marketing Materials	\$ 6,463.23	\$ 6,651.08	\$ 381.98
Travel (including education abroad, registrations, etc.)	\$ 10,099.06	\$ 59,656.81	\$ 49,952.85
	<b>\$ 289,423.78</b>	<b>\$ 405,740.32</b>	<b>\$ 332,439.43</b>

## **QEP Advisory Committee 2024-2025**

- 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. Karen Alexander, HSH (College of Human Sciences and Humanities)
- Dr. Kathy Garland, COB (College of Business)
- Dr. Angela Kelling, HSH (College of Human Sciences and Humanities)
  
- 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*

## **Facilitators - Fall 2024 and Spring 2025**

- Dr. Karen Alexander, HSH
- Dr. Kathy Garland, COB
- Dr. Angela Kelling, HSH

## 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	6 New Employee Orientation sessions; 28 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
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
Develop standard attendance tracking for events and activities to measure participation and engagement	QEP Cohort4 Faculty F24 – 11 participants with 3 facilitators and 12 QEP courses approved with 1 half-day session  QEP Cohort5 Faculty SP 25 – 13 participants with 3 facilitators and 12 QEP courses approved with 1 half-day session and Canvas modules	Number of events held, number of participants	Faculty, Staff, Students



### 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.)	Information shared through the Provost's Impact Report Fall 2024. Information shared through Provost newsletter throughout the 2024-2025 academic year	Number of reports information included in web traffic, email open rates and click-thru rates for any digital reports	Faculty, Staff, Students