



Texas A&M University-Commerce

Quality Enhancement Plan Annual Report

Cycle Year 2015-2016



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Cycle Year 2015-2016

Dear Colleagues,

We are incredibly proud of the continued progress in the second year of the Quality Enhancement Plan (QEP), *Preparing Students for an Interconnected World*, at Texas A&M University-Commerce.

In the second year we focused primarily on engaging faculty and staff members, existing Global Fellows, and QEP committee members and mentors on communicating the message and programs that are essential parts of the QEP, such as: the Global Fellow and Scholar programs, engagement in global courses, events, and activities. Most notably, the fruition of the Global Fellow program was realized as support funding for global courses, events, activities, research and travel was awarded to Global Fellows in Fall 2015. The experiences of those awarded and the impacted students were then shared with the A&M-Commerce community. The groundwork was also laid this year to prepare for the selection of the first group of Global Scholars in the upcoming Fall 2016 semester.

As the first annual report was written to echo our encouragement of assessment and engagement in the QEP, we utilized the assessment results to make improvements that are reflected in the second year of implementation. The QEP Team identified strategies in which to overcome challenges and identify new opportunities. Opportunities which strengthened the QEP included the newly implemented university strategic plan, a recharged marketing strategy, methods in which to better engage faculty in assessment of global courses, and the creation of the Global Learner Recognition.

I would like to acknowledge, again, the unrelenting commitment of our university leadership to the objectives and implementation of the QEP, along with the endless hours of work provided by the QEP Committee, Mentors, and Team members. Without the continual and instrumental support of faculty members, staff and students our achievements and pursuit of excellence could not be realized. We are proud to say that in the culmination of the second year, over 2700 students, faculty members and staff have directly participated in a variety of QEP activities. Needless to say, the indirect impact the QEP has had on our university community reaches far beyond this number. We thank you for your continued support and contributions to the success of the QEP and encourage you to share in the excitement of our accomplishments in the 2015-2016 Cycle Year.

Not only is it an exciting time to be a Lion, but to be involved in preparing our amazing students for an interconnected world!

Sincerely,

Shonda Gibson Ph.D.

Executive Director of Institutional Effectiveness and Research

Executive Director of Global Learning and Quality Enhancement Plan

QEP Executive Summary

In accordance with SACSCOC's Core Principle 2.12 and Comprehensive Standard 3.3.2, Texas A&M University-Commerce selected and developed a topic for the Quality Enhancement Plan (QEP). The QEP evolved from a five-year process, involving narrowing the topic options, intensive and broad-based campus involvement and discovery, and selection and development of a final topic. Overall, the process revealed that faculty members, staff, students and the community agree, along with supporting data, that global competence is essential but is not yet fully mastered at A&M-Commerce. The A&M-Commerce QEP therefore focused on ***Preparing Students for an Interconnected World***. The QEP provides intentional structures and processes to enhance and improve students' global competence through two programs: Global Scholar and Global Fellow. These programs are fully aligned with the university strategy, mission, and guiding principles. The objectives of the programs have been matched with the student learning outcomes (SLOs) that have been drawn from best practices and the overarching goals of the QEP.

Enrollment data, from 2012, indicated that of the nearly 12,000 A&M-Commerce students, about 60%, are undergraduate students. The targeted student population for the initial implementation of the QEP included all first-year, full-time freshmen. Following the university trend of four to six-year graduation rates at 38%, the QEP anticipates half of those who graduate will earn status as a Global Scholar, with about 20% earning a foreign travel scholarship opportunity. The Global Fellow Program is peripheral to the Global Scholar Program, with a clear focus on creating and maintaining an academic environment where achievement of the SLOs is possible. Additionally, the program creates and maintains a diversified and multi-disciplinary team with specialized global experiences and resources. Coupled, the programs clearly provide opportunities for students, faculty members and staff that align with the strategic plan, mission, vision, and guiding principles of A&M-Commerce. Through promotion and focus on student learning outcomes, and the environment that enables and supports those outcomes, A&M-Commerce is intentionally making broad improvements to the quality of students' educational experiences.

Although A&M-Commerce has a longstanding commitment to global initiatives, education and development of competence, the QEP presented a well-conceived plan with strategic attention to bringing together many disjointed efforts to form a collaborative and interdisciplinary approach to global learning. The QEP is based on sound theoretical underpinnings and encompasses the cultivation of global knowledge, the ability to apply that knowledge, and engagement. A&M-Commerce has involved a wide variety of constituents from across the university, and has the institutional capability to implement the QEP.



Contributors

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The QEP

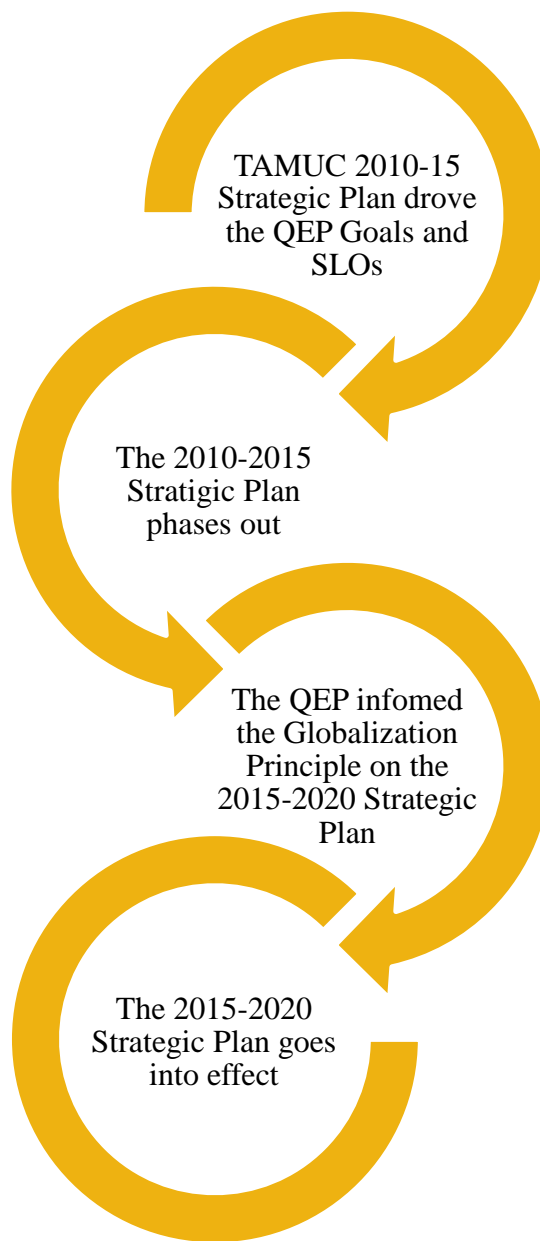
Objectives

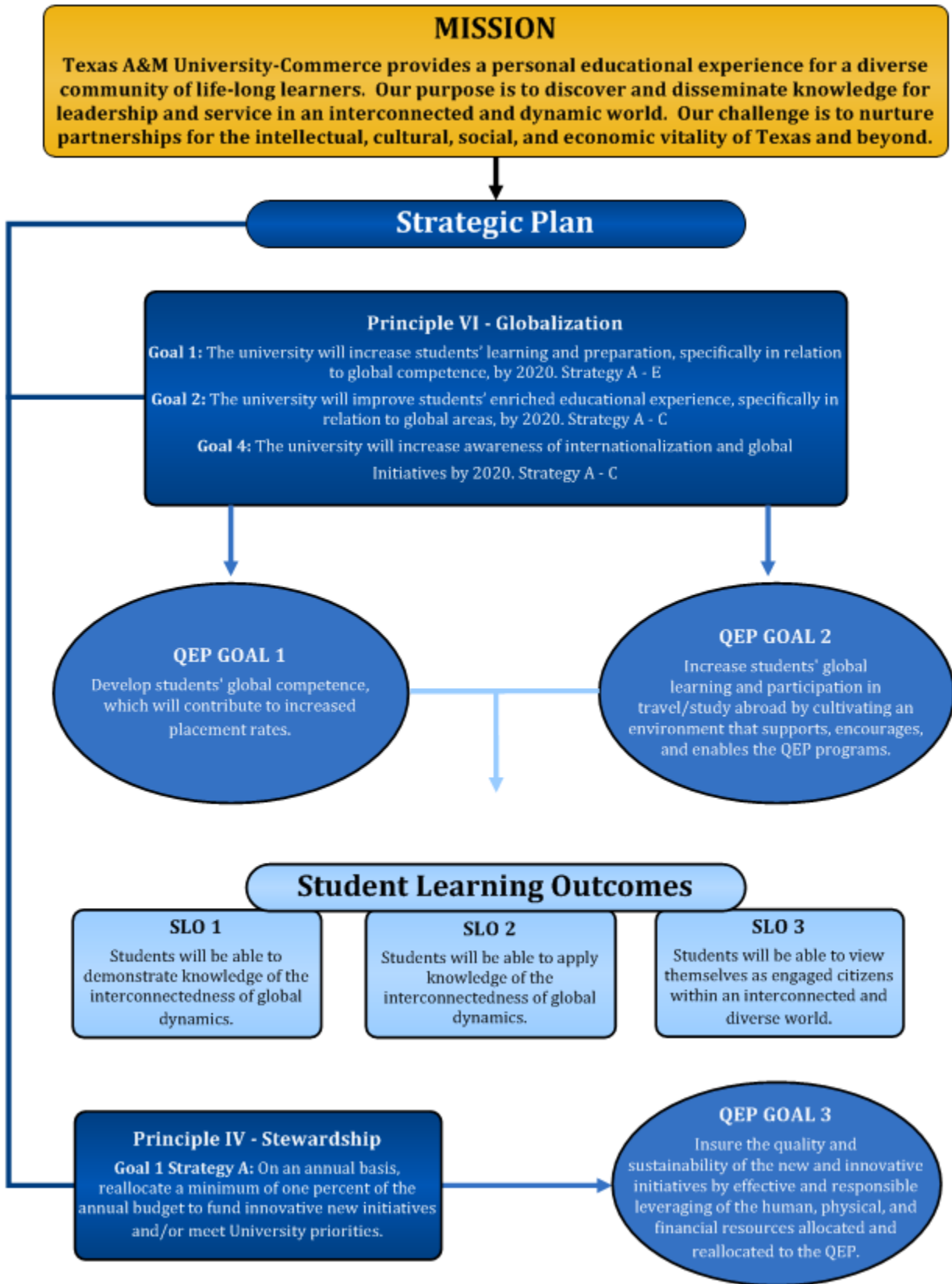
The QEP proposed intentional structures and processes to enhance and improve students' global competence through two programs: the Global Scholar Program and the Global Fellow Program. These two programs were designed so that together, they would increase students' knowledge of global dynamics, their ability to apply that knowledge, as well as their understanding of their role as engaged citizens within an interconnected and diverse world. The objectives of the Global Scholar and Global Fellow Programs were created under the 2010-2015 University Strategic Plan and mission of the university and will continue to be guided under the 2015-2020 Strategic Plan. The goals of QEP are better aligned with the new strategic plan as the goals were incorporated in the sixth guiding principle, Globalization. As in the previous strategic plan, the overarching goals of the QEP program goals drive the three student learning outcomes (SLOs) which were drawn from best practices. Beginning in the fourth year of the QEP (2017–2018), graduating students will be prompted to complete the GCAA again, which will serve as baseline data of exit level global competence following exposure to global instruction and experiences.





At the beginning of the Fall 2015 semester, A&M-Commerce's 2010-15 Strategic Plan officially phased out and the 2015-2020 Strategic Plan was implemented. Although the 2010-15 Strategic Plan informed the creation of the QEP's goals and student learning outcomes, higher level administration renewed the university's commitment to the QEP in the creation of the 2015-2020 Strategic Plan. This renewed commitment to preparing students for an interconnected world is demonstrated by the incorporation of the QEP goals and student learning outcomes in the sixth guiding principle of the university's Strategic Plan, Globalization. In this transition period of discontinuing the 10-15 Strategic Plan and implementing the new 15-20 Strategic Plan, the QEP Team continued to track the areas identified by the original strategic plan and assessed the goals and strategies of the new strategic plan, as related to the QEP, through the QEP Annual Reports. The new strategic plan is measured by the indirect and direct assessments outlined in the QEP Annual Reports. The following graphics are visual representations of this transition and implementation period.





The QEP Annual Reports as the Office Assessment of the Principle of Globalization in the TAMUC Strategic Plan

| Goals under Globalization | Strategy Descriptions and Assessment Location | |
|----------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Goal 1: The university will increase students' learning and preparation, specifically in relation to global competence, by 2020 | Strategy A | Generate 100 Global Scholar distinctions annually (See 2016-17 Annual Report: Global Scholars Awarded). |
| | Strategy B | Generate 50 Global Fellow distinctions annually (See Global Fellows Awarded). |
| | Strategy C | Increase exiting senior and study/travel abroad students' Global Competency Aptitude Assessment (GCAA) scores to levels indicative of developing and developed global competence by 2020 (Internal = above 80%, External = above 70%). See Exiting senior: 2017-18 Annual Report & Study/Travel abroad: GCAA |
| | Strategy D | Maintain at least one global course in each department so that all students, regardless of specific area of study, will experience a global perspective by 2020 (See Our Pride's Numbers). |
| | Strategy E | Increase the number of undergraduate students participating in study/travel abroad by 10% by 2020 (See Study/Travel abroad: GCAA). |
| Goal 2: The university will improve students' enriched educational experience, specifically in relation to global areas, by 2020 | Strategy A | Implement the QEP programs (Global Fellow and Global Scholar) to increase global awareness through global course work, global event attendance, global travel, and interaction and engagement with diverse others by 2020 (See Global Fellows Awarded & 2016-17 Annual Report: Global Scholars Awarded). |
| | Strategy B | Improve the National Survey of Student Engagement (NSSE) scores for Seniors that are complementary to the university's QEP by 2020 (See NSSE: Annual Reports 2016-17 & 18-19). |
| | Strategy C | Become a high performing institution (top 10%) in the NSSE Enriching Educational Experiences (EEE) scores by 2020 (See NSSE: Annual Reports 2016-17 & 18-19). |
| Goal 4: The university will increase awareness of internationalization and global initiatives by 2020 | Strategy A | Maintain a diverse QEP committee and mentor group across all university departments to effectively communicate global objectives by 2020 (See Global Fellows Awarded & 2016-17 Annual Report: Global Scholars Awarded). |
| | Strategy B | Offer at least one training opportunity each semester for faculty and students to communicate QEP programs and foster participation by 2020. (See Our Pride's Numbers). |
| | Strategy C | Develop and maintain a variety of materials (e.g., website, social media, etc.) with a standardized logo and message to build ongoing awareness and commitment to the university principle of globalization by 2020 (See Direct & Indirect Assessments). |

Overview

Global Scholar Program

The overarching goal of the Global Scholar Program was to create distinction and recognition among students for engagement in specialized instruction (global courses) and experiences (global events and travel). All incoming freshmen students (domestic and international) were introduced to the program during their initial Freshman Success Seminar (FSS) beginning in Fall 2014. The components of the Global Scholar Program include:

ePortfolio: During the required FSS, all incoming students worked on an electronic portfolio (ePortfolio) designed to encourage involvement in global instruction and activities and to house specific artifacts and reflection which can be used beyond graduation.

Global Competence Aptitude Assessment: During the FSS, students were required to complete the Global Competence Aptitude Assessment (GCAA), serving as baseline for entry-level global competence prior to exposure to global

instruction and experiences. Students uploaded their results into the ePortfolio, along with a prompted reflection. Beginning in the fourth year of the QEP (2017–2018), graduating students will complete the GCAA again as a post measurement of global competence.

Global Courses: All undergraduate students are required to successfully complete one global course. Global course participation is optional, but highly recommended if the student intends to apply for Global Scholar status. Global courses

were identified in the course catalog and schedule of classes.

Global Events and Travel: Students were encouraged to attend events that are global in nature, log attendance into the ePortfolio and enter a personal reflection. Although global travel is optional in the consideration of Global Scholar status, it is highly encouraged. Global travel must be

Selection as a Global Scholar: Applications for status as a Global Scholar are available during each semester and accepted from students upon completion of at least five semesters. The QEP Committee and Global Fellows will review the applications and ePortfolios and rate each student based on participation and documentation using an established rubric and award students with Global Scholar status in 2016-2017.

logged into the ePortfolio, along with a reflection and pre and post GCAA results. A maximum of 40 Global Scholars will be selected to receive a travel scholarship for their choice of existing travel options through the International Study/Travel Abroad Office. All students receiving a travel scholarship are expected to share their experience with at least one FSS.

Global Fellow Program

The overarching goal of the Global Fellow Program was to create and maintain an environment in which achievement of the student learning outcomes was possible. The program was designed to encourage faculty member and staff engagement in global activities, enable distinction and recognition for engagement in global activities and create and maintain a diversified and multi-disciplinary team with specialized global experiences and resources. The components of the Global Fellow Program include:

ePortfolio: All faculty members and staff seeking status as a Global Fellow are required to create and maintain an ePortfolio. The ePortfolio is designed in the same method as the Global Scholar Program.

Global Courses: Through the Global Fellow Program, faculty members and staff were encouraged and rewarded for global course offerings and inviting global colleagues to campus as guest lecturers.

Global Events and Travel: Faculty and staff members were encouraged and rewarded for planning, sponsoring, organizing, and attending global colloquiums, conferences, and/or events. Although global travel is optional in the consideration of Global Fellow status, faculty and staff members are highly encouraged to plan, sponsor, organize, and travel with students. Globally relevant travel may include experiences within and outside of the United States as long as students are

involved, the QEP SLOs are clearly defined and travel is logged into the ePortfolio along with a personal reflection.

Global Research: Research centered on global dynamics (e.g., issues, trends, systems, processes) that involves student engagement (e.g., papers, projects, thesis, conferences, publications) were considered toward status as a Global Fellow.

Personal and Professional Development: Activities that better prepare faculty members and staff to assist students in achieving the QEP SLOs were considered toward status as a Global Fellow. Examples include collaborative international or interdisciplinary global research, participation in international conferences or publications centered on global dynamics, engagement with global events outside of campus, fluency or training in multiple languages or continuing education or training in any globally relevant area.

Selection as a Global Fellow: Applications for status as a Global Fellow are available every spring semester, and are accepted upon completion of at least one year of documented

activity. Based on participation and documentation, faculty members and staff are selected and awarded status as a Global Fellow. Additionally, all Global Fellows were eligible to apply for internal support funding for assistance with global courses, travel, research and events. All Global Fellows receiving internal support funding are expected to share their experience.

Global Learner Recognition

While two rounds of Global Fellow Status were awarded to designated faculty and staff, QEP Committee members throughout year two expressed a desire to engage students not captured by the QEP including transfer, sophomore, junior, seniors and graduate students. In the Spring 2016 semester, the idea of a Global Learner Recognition was therefore discussed. The goal of Global Learner Recognition is to encourage student engagement in global activities and to enable distinction and recognition among students for engagement in global activities. As a mirror distinction of the Global Scholar program, interested students will upload evidence of their participation in global activities, events, research courses, and travel which will be reviewed by Global Fellows and the QEP Committee against a rubric. To be considered for Global Learning Recognition, applicants must enter all relevant information into their ePortfolio and completely fill out the online application. Benefits of becoming a Global Learner include, certificate of completion, special sash/stole at graduation, personalized letters of recommendation, and opportunity to share global experiences with other students. The Global Learning Recognition application will open in September 2016. The implementation and initial recipients will be discussed in the third QEP Annual Report.



Changes

Year Two proceeded as anticipated with no major changes to the QEP objectives or to the existing programs within it. However, several changes to organization and operations have greatly contributed to the monumental task of carrying out and marketing the programs, initiatives, and assessments of the QEP.

An informal assessment of the effectiveness of sharing information about the QEP programs during orientation sessions brought to our attention that students/families are already overwhelmed with new information about other campus resources during those events. With the large number of orientation sessions offered and the limited number of QEP staff, starting in the Spring 2016, the QEP leadership team opted to stop participating in orientation sessions. The QEP team continued to make the program well-known among new freshman students by meeting with them in their Freshman Success Seminar courses.

A major organizational change was the absorption of the QEP under the Department of Institutional Effectiveness and Research. The QEP Team is confident this change will largely contribute to the collection of data and assessment of the QEP goals and SLOs.

In respect to the QEP Committee, our former QEP Chair was promoted to Dean of University College and could no longer dedicate the same amount of time to the QEP program. The QEP Team enthusiastically welcomed Dr. Villanueva-Russell as the new Chair in Summer 2016.

In an attempt to address the challenges encountered in previous semesters in collecting Global Course information from instructors, the QEP team utilized suggestions offered in QEP meetings to improve the communication of the standards and requirements for identified global courses to maintain the global status. Deans, Department Heads, and instructors now receive a minimum of three Global Course emails a semester.

A new automated system for the deployment and management of the GCAA was tested during the Spring 2016. With the help of our GCAA partner, the new system was implemented over the course of Summer 2016. The QEP Team is confident that newly streamlined processes in the automated system will have a positive impact on daily operations. Starting in the third year, the QEP Team will have real-time access to students' completion reports and are now able to contact students individually through the GCAA system.

Based on previous challenges and feedback received from the university community, updates were made to the GCAA sessions conducted in the Freshman Success Seminar (FSS). Namely, FSS instructors were provided with the necessary materials in advance, and then asked to take the lead with students in presenting information regarding the QEP and GCAA in their respective session. The QEP team is optimistic that this change will result in a stronger impact for both student and instructor as to the value of assessing global competence in our students.

Budgetary constraints were again notable in the operations as funding was allocated on an "as needed" basis. However, the QEP Team worked conscientiously with the resources available and still met the goals set in place for Year Two. In light of this conscientiousness, the QEP Team chose not to host the Global Banquet. Subsequent years of the QEP have limited funding held in an established QEP account. Additionally, funding was reallocated to hire a third Graduate Assistant to support team meetings and planning action items in preparation of the third year. It is imperative to note that all modifications in organization and operations have been approved and monitored by the Executive Direction for Global Learning and the Quality Enhancement Plan.

Two Areas of Assessment and Results

The assessment plan for the A&M-Commerce QEP was designed to capture both formative and summative assessments through demonstrating specific student learning and implications of student learning. This was accomplished through the use of direct and indirect assessment of the QEP.

Global Course Artifacts

One of the requirements in a Global Course and for distinction as a Global Scholar is that students are required to upload at least one graded, global artifact into their ePortfolio and faculty members are asked to report the average grade of the artifact for each course section. The overall average grade of the global artifacts was utilized as a summative assessment of learning in relation to the QEP at the program level. Artifacts uploaded this past year included essays, media projects, journals, timelines, case studies, strategic audits, and photo board with an average grade of 84.5%. It is imperative to note that Global Courses are open to all graduate and undergraduate level students, regardless of involvement in the QEP. In an attempt to address the challenges encountered when collecting global course information from instructors in previous semesters, the QEP team utilized the suggestions offered in previous QEP meetings and improved the communication of the standards and requirements for the courses to maintain the global status to Deans, Department Heads, and, instructors. A minimum of three reminder emails a semester, one in the beginning, one mid-semester and one by the end of the semester reminding instructors to submit the information needed for assessment/reporting purposes are now sent. Department Heads are encouraged to disseminate QEP course requirements to adjuncts, who may not have access to university email accounts early in the semester.

At the end of each semester, Global Course instructors are contacted by a QEP team member and asked for the following information:

1. How many students were in your global course?
2. What is the artifact students uploaded to their ePortfolio? (A short description is need. Examples of artifacts include, a position paper, essay exam, power point presentation, lesson plan.)
3. What was the average grade (percentage out of 100, if possible) of the artifact students uploaded to their ePortfolio?
4. Which of the QEP Student Learning Outcomes (SLOs) were addressed by this artifact?

Although the QEP Team achieved a 59% response rate in the Spring 2016 semester, the new outreach strategy will contribute towards a better response rate in the third year.



Global Competence Aptitude Assessment (GCAA)

The QEP assesses the level of global competence of all first-time/full-time freshmen students, and also all students participating in study abroad programs throughout the university. All study abroad students are assessed before traveling and after their return.

The freshman data collected will be compared with their senior GCAA scores in order to assess the general impact of the QEP in students' global competence levels following exposure to global instruction and experiences throughout their college career and to reveal if the objectives of the program were met. Comparison will begin in the 2017-2018 Academic Year.

A range of researchers and practitioners, articulate that the importance of international experience in fostering global competence development should not be underestimated. Supporting previous literature, analysis of students' GCAA pre and post travel results (Summer 2016) indicates significantly higher internal and external readiness scores after travelling internationally.

As in the previous year, during the second year of implementation, the GCAA was used as a pre and post assessment measurement of global competence for students traveling abroad through all TAMUC sponsored programs: Regents Scholars, Sophomore Year Experience, First Year Leadership, and affiliated study abroad groups and programs. For the purposes of this report, the scores are representative of Summer 2016. These results are accumulated annually to reveal if the QEP objective and the overall student learning outcomes are achieved.

Global Competence Aptitude Assessment - Student®

Freshmen Overall Group Scores

Texas A&M-Commerce, Fall 2015 and Spring 2016

| Internal Readiness | | Pre-Test (Fall 2015) | | Pre-Test (Spring 2016) | |
|----------------------------|------------------|----------------------|------|------------------------|------|
| | | n | Mean | n | Mean |
| Overall Internal Readiness | Overall Freshmen | 934 | 70.4 | 35 | 66.6 |
| Self-Awareness | | 934 | 74 | 35 | 70.9 |
| Risk Taking | | 934 | 70.2 | 35 | 67 |
| Open-Mindedness | | 934 | 70.3 | 35 | 64.2 |
| Attentiveness to Diversity | | 934 | 68.2 | 35 | 65.3 |

| External Readiness | | Pre-Test (Fall 2015) | | Pre-Test (Spring 2016) | |
|-------------------------------|------------------|----------------------|------|------------------------|------|
| | | n | Mean | n | Mean |
| Overall External Readiness | Overall Freshmen | 934 | 56.5 | 35 | 51.2 |
| Global Awareness | | 934 | 47.8 | 35 | 43.2 |
| Historical Perspective | | 934 | 36.8 | 35 | 34.4 |
| Intercultural Capability | | 934 | 69.3 | 35 | 58.4 |
| Collaboration Across Cultures | | 934 | 68.7 | 35 | 64.5 |

Global Competence Aptitude Assessment - Student®

Study Abroad Overall Group Scores

Texas A&M-Commerce, 2016

| Internal Readiness | | | | | |
|----------------------------|--------------------------|------------------------|------|------------------------------------|------|
| | | Pre-Test (Summer 2016) | | Post-Test (Summer 2016) | |
| | | n | Mean | n | Mean |
| Overall Internal Readiness | SYE, RSP & FYL | 56 | 76.3 | Results available November 2016 | |
| | All 'Other Study Abroad' | 157 | 73.5 | | |
| | Overall | 213 | 74.2 | | |
| Self-Awareness | SYE, RSP & FYL | 56 | 81.4 | Results available November 2016 | |
| | All 'Other Study Abroad' | 157 | 75 | | |
| | Overall | 213 | 77 | | |
| Risk Taking | SYE, RSP & FYL | 56 | 73.7 | Results available November 2016 | |
| | All 'Other Study Abroad' | 157 | 71 | | |
| | Overall | 213 | 71.4 | | |
| Open-Mindedness | SYE, RSP & FYL | 56 | 78 | Results available November 2016 | |
| | All 'Other Study Abroad' | 157 | 75.6 | | |
| | Overall | 213 | 78.3 | | |
| Attentiveness to Diversity | SYE, RSP & FYL | 56 | 73.2 | Results available November 2016 | |
| | All 'Other Study Abroad' | 157 | 72.7 | | |
| | Overall | 213 | 72.9 | | |

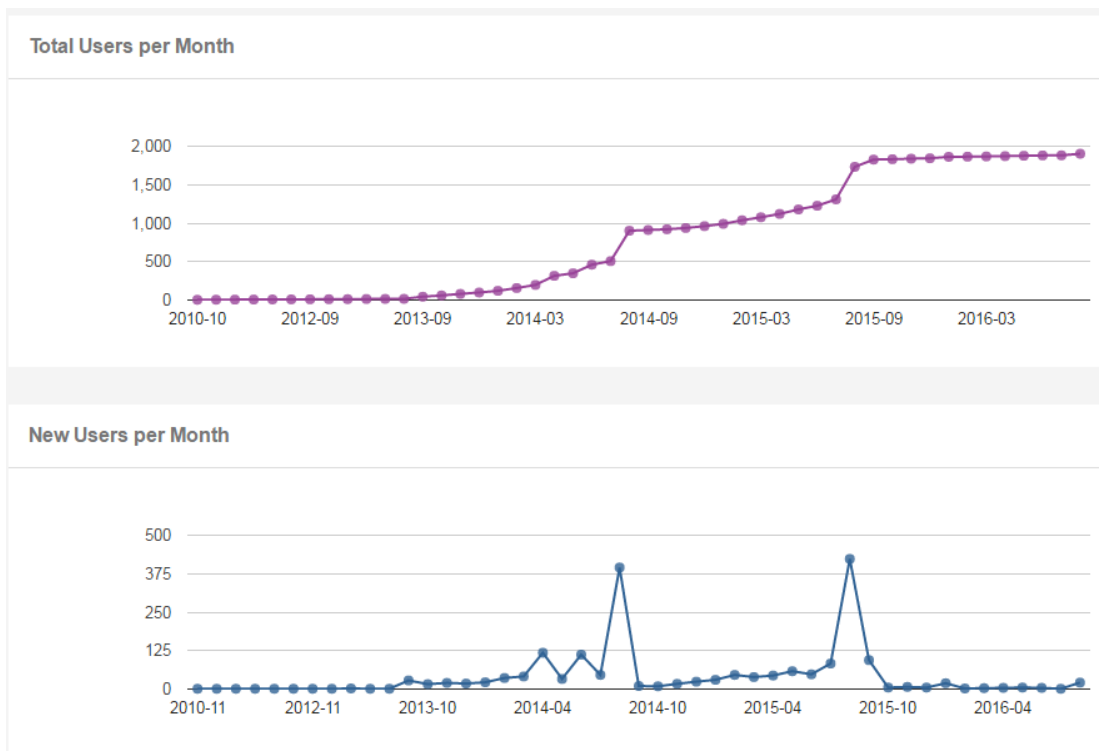
*SYE = Sophomore Year Experience, RSP = Regents Scholar Program, FYL = First Year Leadership

| External Readiness | | | | | |
|-------------------------------|--------------------------|--------------------------|------|------------------------------------|------|
| | | Pre-Test (Baseline 2013) | | Post-Test (Baseline 2013) | |
| | | n | Mean | n | Mean |
| Overall External Readiness | SYE, RSP & FYL | 56 | 65.5 | Results available November 2016 | |
| | All 'Other Study Abroad' | 157 | 60.8 | | |
| | Overall | 213 | 62.0 | | |
| Global Awareness | SYE, RSP & FYL | 56 | 55.9 | Results available November 2016 | |
| | All 'Other Study Abroad' | 157 | 52.9 | | |
| | Overall | 213 | 53.7 | | |
| Historical Perspective | SYE, RSP & FYL | 56 | 46.9 | Results available November 2016 | |
| | All 'Other Study Abroad' | 157 | 43.2 | | |
| | Overall | 213 | 44.1 | | |
| Intercultural Capacity | SYE, RSP & FYL | 56 | 77.3 | Results available November 2016 | |
| | All 'Other Study Abroad' | 157 | 73.5 | | |
| | Overall | 213 | 74.5 | | |
| Collaboration Across Cultures | SYE, RSP & FYL | 56 | 78.2 | Results available November 2016 | |
| | All 'Other Study Abroad' | 157 | 70.5 | | |
| | Overall | 213 | 72.5 | | |

*SYE = Sophomore Year Experience, RSP = Regents Scholar Program, FYL = First Year Leadership

ePortfolio

The ePortfolio was a key component of assessment of the Global Scholars and Global Fellows programs. The ePortfolios populated by the user contained materials and artifacts that contribute to global competence, including logs for participation, reflections, written documents, audiovisual and linked artifacts. Faculty members and staff interact with the ePortfolio on two different levels. As students are required to submit at least one graded artifact to their ePortfolio, and are encouraged to submit additional artifacts and reflections, faculty members teaching global classes must incorporate the creation and submission of a global artifact of their choosing as part of the course requirements.



Our Pride's Numbers



969 FT-FT Freshman impacted by the GCAA and ePortfolio



In Spring 2016, 130 faculty members taught the 208 sections identified as Global Courses



Training sessions on "Guide to Earning Global Fellow Status" and ePortfolio were conducted



Number of Global Courses by Academic Area in Fall 2015: COB 13, CHSSA 35, COSE 13, SOAG 2, COEHS 13



76 courses with 187 sections in Fall 2015 and 74 courses with 208 in Spring 2016 were identified as Global Courses



Number of Global Courses by Academic Area in Spring 2016: COB 13, CHSSA 30, COSE 12, SOAG 1, COEHS 18



In Fall 2015, 111 faculty members taught the 187 sections identified as Global Courses



In Spring 2016, 122 sections reported a total of 2844 global artifacts and in Fall 2015, 64 sections reported a total of 1778 global artifacts loaded into students' ePortfolios.

Global Fellow Status Awarded

Dr. Debra Lee



Dr. Mildred Pryor



Mary Anne Doty



Dr. Sonia Taneja



Dr. Felicity Grandjean



Dr. Bukuo Ni



Dr. KaSai Un



Dr. Kathryn Dixon



Dr. Pamela Webster



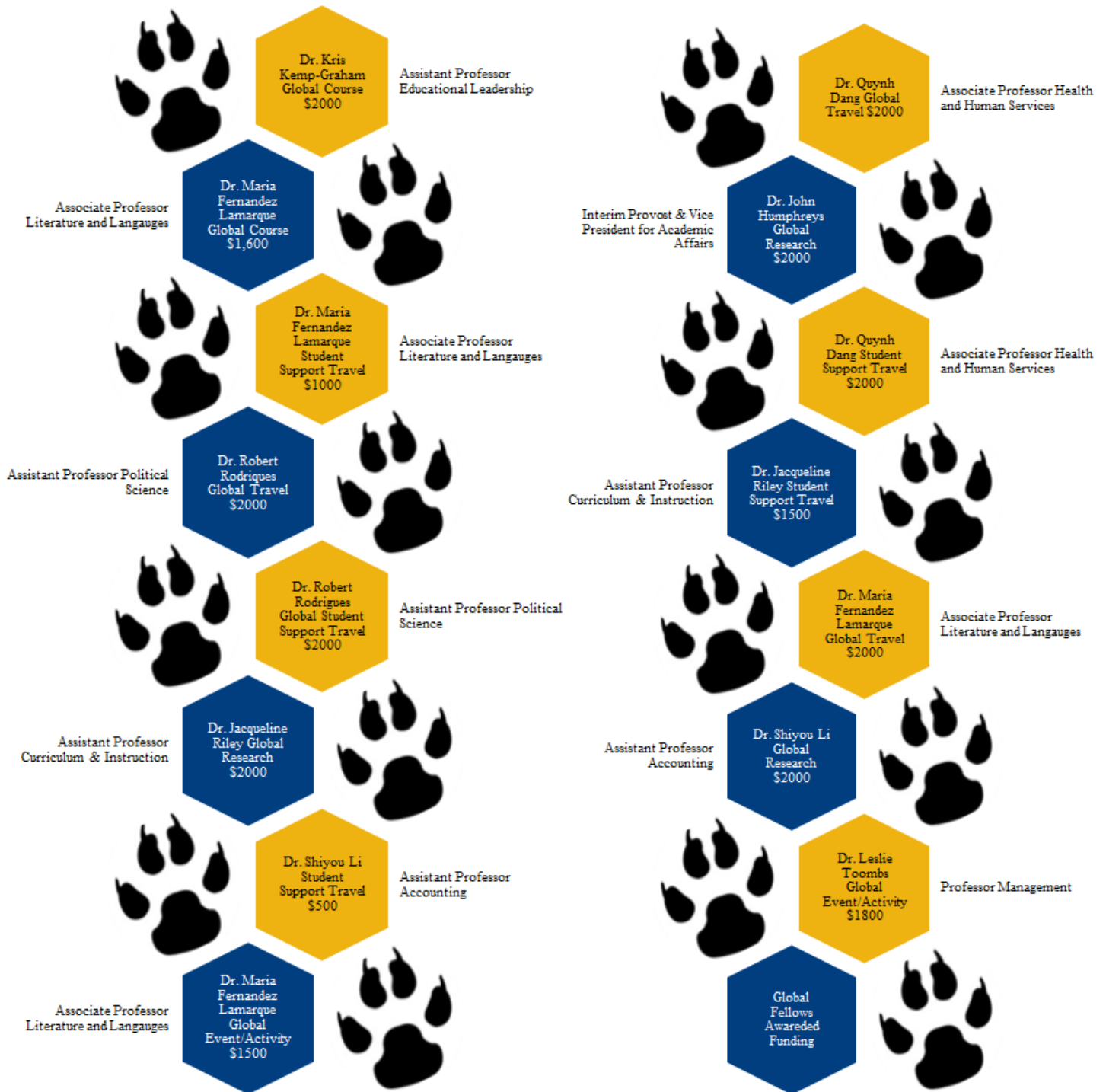
Global Fellows not pictured include: Dr. Bo Han, Lauren Krzanrich, Dr. W. Scott Lancaster, and Dr. Tami Morton

13 Faculty Members and Staff Achieved Global Fellow Status

Global Fellows Funding

In order to support and promote the QEP, the university assists faculty and staff by providing funding through an internal award competition. All faculty and staff who have applied for and earned status as a Global Fellow, under the QEP guidelines, are eligible to apply for internal support funding fully contingent that the project has direct impact on students and meets the overall objective of the QEP: *Preparing Students for an Interconnected World*. Recipients of QEP Internal Support Funding are encouraged to attend and present an overview of the funded project and the results during at least one QEP Committee and Mentor meeting as well as other local meetings as requested.

Funding of \$25,900 awarded to 10 applicants to be used in 2016



\$18,900 used for internal support funding and \$7,000 used for student travel

Global Fellows Funding – Thoughts from the Pride

“The Spanish Film Club is possible thanks to a collective effort and collaboration from the QEP Project and professors from the Spanish program and across colleges at the university,” said Lamarque. “This festival will introduce students and a generally broader audience to the cultures of these territories stimulating knowledge and cultural exchange, which are keys for educating students in an interconnected world.”



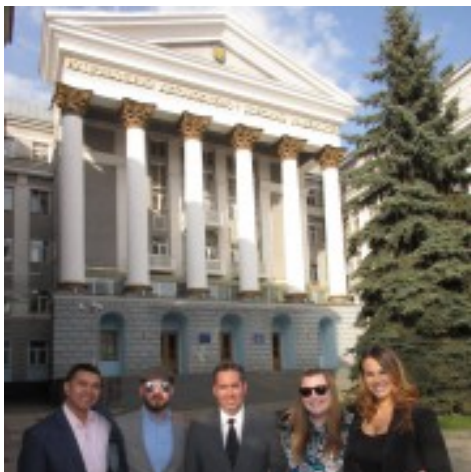
Distinguished Global Fellow Dr. Lamarque, received funding to be used for the Spanish Film Club

“I am so proud of my students,” said Dr. Rodriguez. “They took an incredibly complex topic of international significance and received many accolades from the faculty and students that heard their presentation in Ukraine.”



Distinguished Global Fellow Dr. Rodriguez, received funding to be used leading students on a trip to Kharkiv, Ukraine to present at a conference

We were working so many months on this research, studying meticulously places of conflict, places of protest, and finally getting to go and seeing and being in real time in this place, and having our research come full circle; that was very interesting,” said Cotton. “Before this trip, many people were [asking us] either, ‘What is Ukraine?’, ‘Where is Ukraine?’, or [telling us] ‘Please be careful.’ But it was so safe. I was very grateful that we were able to go and see the places that we were studying.”



Political Science Graduate Student Ashley Cotton recounts her experience on Dr. Rodriguez’s Ukraine trip

Indirect Assessment of the QEP

Marketing Global Events

A “Marketing Around Campus Guideline” for organizations and departments to utilize in promoting their global events was created in Fall 2015 and posted to the QEP Webpage as a reference for faculty members, staff and students. Although it was created to help promote global events, it can be used for all types of events. Organizations and departments are encouraged to follow good marketing practices across campus and utilize the QEP marketing tagline logo in their marketing materials in a campus wide effort to encourage students, faculty members and staff to attend global events that will prepare them for an interconnected world. The QEP team also assists in the promotion of events through all media outlets. The “Marketing Around Campus Guideline” includes contact information and pricing for paid marketing, free marketing opportunities, directions for promoting events, and a recommended timeline for preparing for events.

Global Course Evaluations

Effective Spring 2013, four questions were added to the course evaluation systems asking students to respond on a scale from 1 = *Strongly Agree* to 5 = *Strongly Disagree* if the course improved various aspects of their global competence. Evaluations are distributed at the end of each Fall and Spring semester. Course evaluations are utilized, comparing global courses to non-global courses, for two purposes: One, to assist in identifying non-global courses that students have rated as improving various aspects of their global competence and should be identified as global courses in future semesters and two, if modifications can be made at the course level to improve global courses that students have rated at a low level.

The following four questions were added to the course evaluation systems

Q16a This course better prepared me for an interconnected world.

Q17a This course improved my knowledge of the interconnectedness of global dynamics (issues, processes, trends, systems).

Q18a This course improved my ability /skill to apply knowledge of the interconnectedness of global dynamics (issues, processes, trends, systems).

Q19a This course encouraged me to view myself as an engaged citizen within an interconnected and diverse world.

| Non-Global and Global Course Evaluation | | | | | | | | | | | |
|-----------------------------------------|------------|-----------|--------|-------------|--------|---------------|-------|---------------|-------|---------------------|-------|
| Course Type | Question # | Fall 2015 | | Spring 2016 | | Summer 1 2016 | | Summer 2 2016 | | Summer 10 Week 2016 | |
| | | N | Mean | N | Mean | N | Mean | N | Mean | N | Mean |
| Non-GLB | Q16a | 20963 | 1.755 | 16743 | 1.697 | 1741 | 1.504 | 1272 | 1.491 | 580 | 1.683 |
| | Q17a | 20897 | 1.770 | 16690 | 1.706 | 1743 | 1.640 | 1277 | 1.774 | 579 | 1.739 |
| | Q18a | 20867 | 1.757 | 16696 | 1.701 | 1742 | 1.627 | 1279 | 1.762 | 577 | 1.712 |
| | Q19a | 20857 | 1.765 | 17009 | 1.984 | 1731 | 1.512 | 1268 | 1.573 | 571 | 1.673 |
| | Average | 20401 | 1.7627 | 16383 | 1.7598 | 1739 | 1.571 | 1274 | 1.650 | 577 | 1.702 |
| GLB | Q16a | 1429 | 1.749 | 1723 | 1.752 | 149 | 1.450 | 177 | 1.503 | No GLB courses | |
| | Q17a | 1422 | 1.713 | 1718 | 1.733 | 149 | 1.620 | 178 | 1.770 | | |
| | Q18a | 1423 | 1.732 | 1706 | 1.740 | 149 | 1.720 | 176 | 1.693 | | |
| | Q19a | 1416 | 1.727 | 1723 | 1.839 | 148 | 1.550 | 173 | 1.590 | | |
| | Average | 1383 | 1.7345 | 1685 | 1.7582 | 149 | 1.585 | 176 | 1.639 | | |

National Survey of Student Engagement

The National Survey of Student Engagement (NSSE) is a tool that serves a diagnostic function for identifying institutional strengths and weakness in terms of effective educational practices utilizing a random sample of first year and senior students. The QEP Leadership Team utilized results from the NSSE 2012 Benchmark Comparisons for Texas A&M University-Commerce, specifically the Enriching Educational Experiences (EEE) construct of the survey, to establish an engagement benchmark prior to implementing the QEP.

As A&M-Commerce participated in the 2014 NSSE Report and utilized results to conduct a normative analyses comparing the students’ responses to those of students at high-performing colleges and universities. A&M-Commerce is currently participating in NSSE 2016 and results will be available in Spring 2017 and reported in the 2016-2017 QEP Annual Report.

Graduation Exit Survey (GES)

An ongoing graduation exit survey has been conducted at A&M-Commerce every semester since 2013. Survey results used to shape the creation of the QEP to measure student involvement and engagement revealed that the majority of students lack involvement and engagement at A&M-Commerce, with less than half of students reporting any level of participation in any type of co-curricular activities and events. Student aggregated responses to two specific questions were identified in the surveys from Spring 2013 to act as a baseline and compared through Spring 2015 to assess students’ level of engagement.

However, in Fall 2015, responsibility of the GES transferred to the Department of Institutional Effectiveness and Research, and a new survey was designed to better measure students’ success upon graduation rather than level of engagement while at the university. Data is disaggregated between undergraduate and graduate students who graduated in Fall 2015, Spring 2016 and Summer 2016. It is important to note that although surveys were administered to all students who applied for graduation, completion of the survey is not required. The questions and proposed statements identified below will serve as this indirect assessment of the QEP going forward and as the new baseline in determining student success in reference to future QEP Annual Reports.

| Number of Students Who Partially or Fully Completed the GES | | | | |
|-------------------------------------------------------------|-------------|-------------------------------------|--------------------------------------|---------------|
| Classification | Semester | Number of Students Who Took the GES | Number of Who Applied for Graduation | Response Rate |
| Undergraduate | Fall 2015 | 647 | 686 | 90.70% |
| | Spring 2016 | 774 | 897 | 88% |
| | Summer 2016 | 200 | 296 | 68% |
| Graduate | Fall 2015 | 664 | 720 | 92.20% |
| | Spring 2016 | 595 | 382 | 87% |
| | Summer 2016 | 280 | 390 | 72% |

First question asked and two statements proposed

Q6 Social Responsibility – intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

Q9 Globalization and Cultural Diversity – the interconnectedness of diverse peoples in the global environment.

| Undergraduate Graduation Exit Survey Question: As a result of studying at A&M-Commerce, how much progress do you feel you have made in the following areas? | | | | | | | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|------|------|------|-----------|-----------|-----------------|------|---------------------------|
| Semester | Question Category | Poor | Fair | Good | Very Good | Excellent | Total Responses | Mean | Percent of Good and Above |
| Fall 2015 | Social Responsibility | 4 | 21 | 156 | 200 | 212 | 593 | 4 | 96% |
| Spring 2016 | | 9 | 22 | 178 | 231 | 245 | 685 | 3.99 | 95% |
| Summer 2016 | | 3 | 9 | 42 | 59 | 74 | 187 | 4.03 | 94% |
| Fall 2015 | Globalization and Cultural Diversity | 8 | 33 | 170 | 188 | 194 | 593 | 3.89 | 93% |
| Spring 2016 | | 16 | 40 | 179 | 243 | 207 | 685 | 3.85 | 92% |
| Summer 2016 | | 5 | 9 | 46 | 57 | 70 | 187 | 3.95 | 93% |

| Undergraduate Graduation Exit Survey Question: As a result of studying at A&M-Commerce, how much progress do you feel you have made in the following areas? | | | | | | | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|------|------|------|-----------|-----------|-----------------|------|---------------------------|
| Semester | Question Category | Poor | Fair | Good | Very Good | Excellent | Total Responses | Mean | Percent of Good and Above |
| Fall 2015 | Social Responsibility | 6 | 43 | 173 | 194 | 193 | 609 | 3.84 | 91% |
| Spring 2016 | | 9 | 28 | 170 | 167 | 147 | 521 | 3.8 | 93% |
| Summer 2016 | | 7 | 14 | 72 | 71 | 102 | 266 | 3.93 | 92% |
| Fall 2015 | Globalization and Cultural Diversity | 11 | 43 | 117 | 193 | 185 | 609 | 3.82 | 91% |
| Spring 2016 | | 10 | 24 | 162 | 182 | 143 | 521 | 3.81 | 93% |
| Summer 2016 | | 11 | 14 | 72 | 74 | 95 | 266 | 3.86 | 91% |

Second Question asked and four statements proposed

Q1 Upon completion of my degree: I am prepared for an interconnected world.

Q2 I have the ability/skill to apply the knowledge of the interconnectedness of global dynamics (issues, processes, trends and systems).

Q3 I view myself as an engaged citizen within an interconnected and diverse world.

Q4 I have the knowledge of the interconnectedness of global dynamics (issues, processes, trends and systems).

| Undergraduate Graduation Exit Survey Question: Please rate your agreement with the following statements regarding our interconnected world. | | | | | | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------|----------|----|----|-----|-----|-----------------|------|---------------------|
| Semester | Question | SD | DA | A | SA | Total Responses | Mean | Percent of A and SA |
| Fall 2015 | Q1 | 4 | 20 | 316 | 244 | 584 | 3.37 | 96% |
| | Q2 | 5 | 29 | 322 | 228 | 584 | 3.32 | 94% |
| | Q3 | 7 | 23 | 308 | 246 | 584 | 3.36 | 95% |
| | Q4 | 5 | 31 | 323 | 224 | 583 | 3.31 | 94% |
| Spring 2016 | Q1 | 14 | 32 | 331 | 304 | 681 | 3.36 | 93% |
| | Q2 | 13 | 36 | 336 | 296 | 681 | 3.34 | 93% |
| | Q3 | 9 | 37 | 323 | 307 | 676 | 3.37 | 93% |
| | Q4 | 13 | 40 | 341 | 228 | 682 | 3.33 | 92% |
| Summer 2016 | Q1 | 2 | 5 | 93 | 87 | 187 | 3.42 | 96% |
| | Q2 | 2 | 7 | 95 | 82 | 186 | 3.38 | 95% |
| | Q3 | 2 | 4 | 87 | 94 | 187 | 3.46 | 97% |
| | Q4 | 2 | 9 | 91 | 85 | 187 | 3.39 | 94% |

*Strongly Disagree = SD, Disagree = DA, Agree = A, Strongly Agree = SA with 1- 4 numeric value respectively

| Graduate Graduation Exit Survey Question: Please rate your agreement with the following statements regarding our interconnected world. | | | | | | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------|----------|----|----|-----|-----|-----------------|------|---------------------|
| Semester | Question | SD | DA | A | SA | Total Responses | Mean | Percent of A and SA |
| Fall 2015 | Q1 | 8 | 17 | 348 | 234 | 607 | 3.33 | 96% |
| | Q2 | 7 | 18 | 347 | 234 | 606 | 3.33 | 96% |
| | Q3 | 9 | 14 | 330 | 253 | 606 | 3.36 | 96% |
| | Q4 | 7 | 22 | 348 | 228 | 605 | 3.32 | 95% |
| Spring 2016 | Q1 | 4 | 18 | 303 | 193 | 518 | 3.32 | 96% |
| | Q2 | 4 | 23 | 304 | 185 | 516 | 3.3 | 95% |
| | Q3 | 5 | 16 | 286 | 212 | 519 | 3.36 | 96% |
| | Q4 | 5 | 22 | 306 | 185 | 518 | 3.3 | 95% |
| Summer 2016 | Q1 | 6 | 6 | 131 | 122 | 265 | 3.39 | 95% |
| | Q2 | 5 | 10 | 136 | 114 | 265 | 3.35 | 94% |
| | Q3 | 4 | 5 | 133 | 123 | 265 | 3.42 | 97% |
| | Q4 | 5 | 12 | 137 | 111 | 265 | 3.34 | 94% |

*Strongly Disagree = SD, Disagree = DA, Agree = A, Strongly Agree = SA with 1- 4 numeric value respectively

Placement Rates

One of the driving factors behind selecting *Preparing Students for an Interconnected world* as the QEP topic was to address employers' growing demand for an increase in students' level of preparation for the challenges of a global economy. A&M-Commerce anticipates that students will learn to view themselves as engaged global citizens and demonstrate their applied knowledge of the interconnectedness of global dynamics to prospective employers with the implementation of the Global Scholar and Global Fellow programs.



Based on gainful employment data available from the Texas Higher Education Data site (www.txhighereddata.org).



Unanticipated Outcomes

Challenges

To break the barriers that exist in communicating with faculty members and staff in an effort to impact the environment as the QEP has proposed, a greater effort was channeled toward bringing the committee and mentors to a place where they feel committed and responsible for the success of the QEP again. Addressing the lack of involvement in university-wide participation and maintaining awareness of the QEP programs were major challenges we faced in Year One and again in Year Two.

However, increased reach out efforts resulted in increased faculty and staff interest. The QEP team addressed all community inquiries regarding the QEP and will continue to focus efforts in

standardizing the QEP message and communicating the QEP goals, Global Course requirements, and GCAA pre and post assessment reports.

In Year Two, the QEP Director and two Graduate Assistants were still overwhelmed with the responsibility of carrying out the QEP goals of conducting the FSS sessions and the marketing campaign. However, Melissa Crews, an Institutional Effectiveness and Research staff member provided support to the QEP Team. Olatundun Modile, a new Marketing Graduate Research Assistant was hired in order to address above mentioned challenges.

Similar to Year One, the QEP team is still trying to address students' lack of connection with the program in the early stages of their academic career. Although progress has been made, the impact that the QEP intended to make with incoming freshman has not yet come to fruition.

Reflection

In the transition to and implementation of the university 2015-2020 Strategic Plan, a heightened focus on the Globalization Principle was renewed to guide our university community for the next 5 years. The second year of the QEP has therefore brought significant progress towards identifying opportunities for global research, global courses, global events and activities, and student engagement.

Using the challenges faced in the second year as an opportunity for continuous improvement, a greater effort was channeled toward bringing the committee and mentors to a place where they feel committed and responsible for the success of the QEP. In reinstating monthly committee/mentor meetings, members were expected to stay informed and prioritize the goals of the QEP. Additionally, the QEP team made an effort to seek advice and suggestions from faculty and staff to reinforce the important role in the success of the QEP. This collaboration will contribute towards faculty supporting and encouraging students to be committed to accomplishing status as a Global Scholar in the third year.

The second year acted as a year of preparing for the selection of Global Scholars in the third year and the QEP Team discovered there is a limited group of students eligible to apply for Global Scholar Status. Only students who participated in the GCAA in the Fall 2014 as first time-full time students and will be classified as a Junior in the third year are eligible. Identifying these specific students and ensuring the message and rules are communicated clearly and effectively poses a major challenge going into Year Three. The QEP Team understands students need to rely on their instructors and other contacts across campus to guide and encourage them to be committed to accomplishing the status as a Global Scholar. Therefore The QEP Team will prioritize strengthening communication with faculty and staff members to address this student need and spread the message of the QEP to students beyond the work of the QEP Team.

With a renewed commitment to communication among the QEP Committee and mentors, the QEP Team looks forward to welcoming the third year of the QEP and first round of Global Scholar applicants.

