Texas A&M University-Commerce
QUALITY ENHANCEMENT PLAN

TEXAS A&M
UNIVERSITY
COMMERCE

A Member of The Texas A&M University System

TEXAS A&M UNIVERSITY
COMMERCE

Preparing Students for an

Interconnected World

PREPARING STUDENTS
FOR AN INTERCONNECTED WORLD

Quality Enhancement Plan for Reaffirmation of Accreditation

Submitted by Texas A&M University-Commerce

to the Southern Association of Colleges and Schools

Commission on Colleges

On-Site Review March 3–6, 2014

January 12, 2014

Southern Association of Colleges and Schools Commission on Colleges
1866 Southern Lane
Decatur, Georgia 30033-4097

Dear Members of the On-Site Committee:

At Texas A&M University-Commerce we continue to focus our vision on being a student-centered regional university that is both locally and globally engaged. Achieving this vision is detailed, in part, by the design of our Quality Enhancement Plan (QEP), *Preparing Students for an Interconnected World*.

Preparing Students for an Interconnected World is the result of more than five years of university-wide planning and development, and I am proud to submit this innovative and focused QEP for your review. This QEP reflects a commitment to fulfill the key components of our institutional values—integrity, innovation, and imagination. It also focuses on cultivating an academic environment enlivened by global interconnections that traverse the boundaries of culture and politics, not limited by place. With the implementation of the QEP, A&M-Commerce will work toward preparing students and graduates for engaged citizenship and personal success in an increasingly diverse and interconnected world.

The QEP commits us to enabling undergraduates to develop global awareness, a global perspective, and global engagement. The QEP includes the resources, assessment processes, and communication strategies necessary to develop and sustain high-quality student learning over the long term. The President's and Provost's offices will work to ensure that QEP resources are responsibly spent, assessments take place and are acted upon, and communication of the QEP remains ongoing. *Preparing Students for an Interconnected World* will have an impact on our students, faculty, and staff, as well as our local and global communities.

I appreciate the time and attention you are devoting to A&M-Commerce's reaffirmation of accreditation. I look forward to your on-site visit on March 3 – 6, 2014. Our QEP Team looks forward to productive discussions concerning the QEP and its influence on the future of Texas A&M University-Commerce and the global community.

Sincerely,

Dan R. Jones, Ph.D.

President

cc: President's Advisory Council, QEP Committee, QEP Mentors, SACS Compliance Committee, College Deans, QEP Leadership Team

ABBREVIATION GUIDE

AAC&U
American Association of Colleges and Universities

CSGL
Council for the Study of Global Learning

EEE
Enriching Educational Experiences

ePortfolio
Electronic Portfolio

F
Faculty

FCTT
Faculty Center for Teaching With Technology

GCAA
Global Competence Aptitude Assessment

NSSE
National Survey of Student Engagement

PAC
President's Advisory Council

QEP
Quality Enhancement Plan

SACSCOC
Southern Association of College and Schools Commission on Colleges

SLOs
Student Learning Outcomes

Sta
Staff

Stu
Student activity

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EXECUTIVE SUMMARY

In accordance with the Southern Association of Colleges and Schools Commission on Colleges' Core Principle 2.12 and Comprehensive Standard 3.3.2, Texas A&M University-Commerce has 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, 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 will focus on *Preparing Students for an Interconnected World.* The QEP proposes 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 indicate that of the nearly 12,000 A&M-Commerce students, more than 60% are undergraduate students. The targeted student population for the initial implementation of the QEP will include all first-year, full-time freshman (about 500 each fall). Following the current trend for four to six-year graduation rates of 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 will create and maintain a diversified and multi-disciplinary team with specialized global experiences and resources. Coupled, the programs clearly provide opportunities for students, faculty, 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 will intentionally make 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 presents 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 will encompass 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. The total A&M-Commerce QEP budget of almost $2 million over a five-year period represents a serious institutional commitment to developing students' global competence. Funding for human and physical resources, marketing and communication, technology components, training and development, ongoing assessments, and recognition and distinction efforts are included in the budget. Pending a successful outcome of the on-site visit in Spring 2014, A&M-Commerce will proceed to execute the QEP. A standing committee, department mentors, and the QEP Director will collaborate with existing campus entities, services, and resources to fully execute, promote, support, organize, and assess the QEP.

Texas A&M University-Commerce QEP
— *Preparing Students for an Interconnected World* —

OVERARCHING GOAL: increase student learning and preparation, specifically in relation to global competence.

PURPOSE: improve students' global competence, specifically knowledge of global dynamics (issues, trends, processes, systems) [SLO1]; ability and opportunity to apply that knowledge [SLO2]; and awareness of their role as engaged citizens within a highly interconnected world [SLO3].

GLOBAL SCHOLAR COMPONENTS Students	REQUIREMENTS
APPLICATION	~Experience Reflection - see Appendix H
ELECTRONIC PORTFOLIO contents:	~Rubric - see Appendix I
Global Course(s)	~1 required for degree, 3 recommended ~Instructor graded artifact ~Course reflection
Global Events/Activities	~2 required per semester, 4 recommended ~Reflection for each
Global Travel	~Pre/Post GCAA (reports) for international travel (2 reports per student) ~Reflection for each
Global Research	~Letter from Advisor ~Project, paper, publication, and/or presentation
Global Competence Aptitude Assessment (GCAA)	~Incoming Freshman and Exiting Seniors (2 reports per student) ~Reflection
GLOBAL FELLOW COMPONENTS Faculty/Staff - Environment	REQUIREMENTS
APPLICATION	~Support Statement - see Appendix K
ELECTRONIC PORTFOLIO contents:	~Rubric - see Appendix L
Global Course(s)	~Point accrual for development, teaching, and bringing in global colleagues
Global Events/Activities	~Point accrual for planning, sponsoring, organizing, and attending global events and activities.
Global Travel	~Point accrual for planning, sponsoring, organizing, and engaging in global travel for/with students.
Global Research	~Point accrual for involving students in global research (papers, projects, theses) and global research conference presentations.
Personal/Professional Development	~Point accrual for activities that better prepare faculty/staff to meet the student SLOs.

SECTION 1: LITERATURE REVIEW AND BEST PRACTICES

Organizations, businesses, groups, and individuals function in a global environment that significantly affects everyday activities. Education is no exception to global influences, often serving as a catalyst for comprehension and adaptation to global trends. Consistently ranked at the top of business, government, and civil society agendas, education is cited as a crucial issue in preparation of individuals to function in an increasingly interconnected world (Schwab, 2007). The forces associated with globalization have influenced the context in which educators operate, have profoundly altered individuals' experiences of education, and have led to a shift in the practice of delivering education. Given the continual restructuring and increasing interconnectedness of the world, the requirements for knowledge and information have changed in terms of structure, function, curriculum, and approach (Cogburn, 1998).

The increasingly interconnected world has brought about continual change, issues, challenges, and opportunities in higher education. In response to the growing need for higher education and increasing demands for global aspects within higher education, many colleges and universities have expanded their missions and presence on a global scale through recruitment of international students, facilitation of faculty collaboration, creation of cooperative degree programs, and study abroad programs (Johnstone, d'Ambrosio, & Yakoboski, 2010). Additionally, college deans such as the University of Pittsburgh's Dr. John T. Delaney (2013) argue that professors must possess strong global awareness if they are to be equipped to help students apply knowledge within an international context and to develop a global perspective.

Higher education has been charged with increasing the level of international and global scholarship and learning, as well as providing students with an international perspective and understanding, specifically in relation to global processes and self-reflection (Tröhler, 2009). The past decade has called upon higher education to create and develop an increasingly global orientation in both pedagogy and curriculum in an effort to provide students with the skills, knowledge, and dispositions to build awareness and engagement with global issues (Mannion, Biesta, Priestley, & Ross, 2011). Educational policymakers suggest embedding global dimensions across the curricula both within and between subject areas.

Global Education and Global Competence

Institutions of higher education have arrived at a critical moment in history, a moment in which global challenges and societal need have intersected. Higher education has encountered a new paradigm in which a dynamic and highly interconnected world has called for more globally competent citizens. Global education answers the call for higher education institutions to remain competitive and provide students with the skills and knowledge required to successfully contribute and participate in their chosen fields.

Growing connections and interdependency, coupled with increasingly diverse populations and cultures, make global education a necessity (National Education Association, 2010). Institutions of higher education have been challenged to view the goal of producing globally competent graduates as not only a desired outcome, but an institutional imperative (Hudzik, 2011). Along with high school seniors and their families that report a desire to increase global awareness and competence, employers also believe that higher education needs to address global competence (Hart Research Associates, 2010; Lincoln Fellowships Commission, 2004; NACE, 2011). Additionally, scientific topics such as global climate change, pandemics,

environmental sustainability, national resource management, international terrorism, and international business command that globally competent teams work together across the world to find solutions to truly global issues and problems (Curie, 2007). Overall, global competence has been suggested as the critical attribute every student should possess for effective global marketplace engagement and performance.

As the world becomes more interconnected, academic organizations are challenged to produce graduates who are prepared, in both practice and knowledge, to embrace and embody a global world view (Bourn & Shiel, 2009; Hicks, 2003; Pike, 2000). A wide variety of research and case studies have shown that students should develop global knowledge, skills, attitudes, and the ability to engage as a citizen of a highly interconnected world. As A&M-Commerce has continued to grow while training and attracting the leaders of tomorrow, a special opportunity has arrived whereby the university can make intentional and broad-based improvements to the quality of students' experiences. Through the Texas A&M University-Commerce QEP: *Preparing Students for an Interconnected World*, students' global competence will be improved.

Employer Expectations

Most employers who hire college graduates expect students to have both a broad range of skills and specific in-depth knowledge in their field upon completion of a college degree (Hart Research Associates, 2010). The American Association of Colleges and Universities (AAC&U) survey of employers recently reported that less than 25% of employers think that two-year and four-year colleges are doing a good job in preparing students for the challenges of the global economy. Specifically, the majority of the respondents argued that both two- and four-year colleges need to make at least some improvements to better prepare students for the global economy.

A majority of the employers surveyed believe that colleges should place greater emphasis on a variety of global learning outcomes. For example, well over half of the employers called for improvements in students' ability to understand the global context of situations and decisions, global issues and developments and their implications for the future, increased awareness of cultural diversity of the world, and understanding of the role of the United States in the world. Furthermore, 71% of the employers called for improvements to students' ability to collaborate with others in diverse settings and improvements in teamwork skills.

When asked to assess the potential value of emerging educational practices, more than half of the employers expect students to take courses that explore big challenges facing society (e.g., environmental sustainability, public health, human rights), to learn about a point of view of non-Westernized societies, to learn about cultural and ethnic diversity, and to complete a project before graduation that demonstrates their knowledge, skills, and experiences related to global issues. Overall, the AAC&U survey shows that employers believe that colleges should be placing more emphasis on several key global learning outcomes in an effort to increase graduates' potential to be successful and contributing members of today's global economy.

Local data, gathered through focus groups, and interviews with students, faculty, and staff at A&M-Commerce, confirm that global competencies are essential, but are not yet fully mastered.

less than 25% of employers think that two-year and four-year colleges are doing a good job in preparing students for the challenges of the global economy

Integration of Experiences (ePortfolio)

The Hart (2010) survey also indicated that employers, no matter the size of the company, expect graduates to connect their classroom learning to internships, research experiences, and other hands-on experiences. On a similar note, the AAC&U Vice President for Quality, Curriculum, and Assessment recently pointed out that ePortfolios allow prospective employers to see tangible evidence of students' abilities in a way that is impossible through traditional resumes, transcripts, or reference letters (Rhodes, 2011). The overarching mechanism to facilitate the proposed programs of the A&M-Commerce QEP assessment process will be the use of electronic portfolios (ePortfolios). Use of the ePortfolios will allow for collection and review of student learning outcome participation and achievement, as well as a means for broad, multidimensional and integrated program evaluation.

Portfolios are commonly viewed as collections of materials and artifacts designed for a specific reason (Sewell, Marczak, & Horn, 1999). Portfolios have historically been used by artists, architects, musicians and others to showcase creative talents (National Learning Infrastructure Initiative, 2003). The coinciding steady advances in electronic communications, ongoing changes in higher education, and growing curricular and accountability considerations, have fomented a burgeoning use of ePortfolios at many institutions of higher education, for both academic program evaluation and for student use in their job search following graduation. Overall, the ePortfolio movement has been aligned with modern academic challenges and trends. The use of ePortfolios allows for a demonstration of a myriad of evidence to multiple constituents, specifically addressing external constituents' desire for a better picture of global learning (Cambridge, Kahn, Tompkins, & Yancey, 2001).

The continued growth and evolution of ePortfolios has been linked to four major catalysts: answering the call for more student-centered pedagogical practices, focusing on student reflection and synthesis across multiple disciplines and experiences, pointing students toward thinking about lifelong goals or to specifically connect learning experiences to a real-world audience, and responding to pressure from economic instability that demands more overt links between education and workplace skills (Clark & Eynon, 2012). In general, ePortfolios provide a place to collect different types of artifacts and a means by which to showcase the educational and professional versions of these artifacts.

Furthermore, ePortfolios provide an academic and professional answer to the digital identities that students commonly engage with and invest in with online social communities (Yancey, 2009). Research has shown that electronic portfolios allow for nonlinear, direct, and unmediated connections to information, interactivity, and integration of media, and they are portable (Tompkins, 2001). The flexibility and diversity of ePortfolios allows students to display their individual learning, and academic programs to demonstrate their effectiveness.

Research has shown that the process of developing an ePortfolio can impact critical thinking and decision making, synthesize learning experiences into a coherent package, and reveal connections between disparate activities or experiences. Yancey (2009) described this process as collection, selection, and reflection. This mantra has allowed ePortfolios to shift from a simple storage of documents to a process of fostering student learning and self-awareness. The forces of increased accountability coupled with the demands for evidence-based decisions about higher education curricula have driven academic programs to consider new methods for facilitating assessment. Research has shown that the use of ePortfolios can assist with facilitation of student learning assessment by providing a representation of the "whole student" experience (Yancey, 2009). Furthermore, as students collect and reflect on their work while assembling ePortfolios, the act of showcasing their work, skills, and abilities assists the student in extending their view beyond the classroom. As students contemplate their curricular and co-curricular experiences, they begin to consider all of the factors that have shaped their identity, interests, and values. Overall, the use of ePortfolios has been shown to assist students to remember what they have learned and to re-evaluate themselves in terms of the education they have received.

Best Practices with ePortfolios

Although research has shown support for the notion that the use of ePortfolios is associated with meaningful learning experiences for students, additional studies have brought many best practices to light that can make the process even more valuable. For example, a study at LaGuardia Community College (2006) found intensive faculty and student support to be a vital component of ePortfolio success. The study also revealed strong correlations between increased support and increased impact of the process. For example, as faculty engaged in a development process related to the ePortfolio process, they were more likely to encourage student engagement in the ePortfolio assignments. Similarly, students reported greater enjoyment and value in the ePortfolio process and viewed the ePortfolio as a tool for learning and preparing for their future when they were supported by faculty. Additionally, in relation to the design and implementation process, Kleemann (2008) suggests that flexibility and ongoing review of the process and the product are very useful best practices.

First-year students at the University of Denver reported that engagement in the ePortfolio process helped them to achieve learning outcomes in their courses; provided them with insights about their strengths, weaknesses, and changes; and allowed them to make connections between assignments and learning outcomes (Campbell et al., 2011). A study by Framingham State College (2009) reviewed faculty assessments of student learning and found that students assembling an ePortfolio had better awareness and knowledge of the content than those students that did not assemble an ePortfolio. Likewise, in a compilation of studies, Cambridge, Cambridge, and Yancey (2009) report that students participating in the creation of ePortfolios noted improved skill in defining and assessing their own learning artifacts, tracing their individual growth and development, making connections across courses and experiences, and assuming greater responsibility for their own learning.

The A&M-Commerce QEP proposition that students establish and maintain ePortfolios was created with this research in mind. All central components of the ePortfolio were identified through review of best practices in research, consultations with colleagues at other institutions, and discussions with faculty, staff, students, and administrators at A&M-Commerce. Key principles involved in the ePortfolio portion of the Global Scholar and Global Fellow Projects include:

- Identification of QEP student learning outcomes in relation to each component of the ePortfolio
- Promotion of engagement, in that learning can occur in the process of creating the ePortfolio

The flexibility and diversity of ePortfolios allows students to display their individual learning, and academic programs to demonstrate their effectiveness.

Overall, the use of ePortfolios has been shown to assist students to remember what they have learned and to re-evaluate themselves in terms of the education they have received.

- Treatment of the ePortfolio as both a process and a product
- Support for faculty, staff, and students for both of these components (process and product)
- Guidelines and models for the ePortfolio, allowing for flexibility in achieving the outcomes
- Staging the implementation to match expectations with appropriate resources that support success for students, faculty and staff, departments, and support units
- Assessing the project from ongoing and multiple perspectives (monitor data and make systemic adjustments)
- Encouraging research connected to ePortfolios and student learning outcomes

Assessment of Global Competence

Hunter (2004) has defined global competence as "having an open mind while actively seeking to understand cultural norms and expectations of others, and leveraging this gained knowledge to interact, communicate and work effectively in diverse environments." Our increasingly interconnected and interdependent global society requires that individuals demonstrate the ability to fit and function within a global marketplace. Based on over ten years of rigorous research, the Global Competence Aptitude Assessment (GCAA) instrument asserts the ability to capture an individual's capacities of global knowledge, skills, attitudes, and experiences (Hunter, 2006).

The instrument has been tested in 40 countries on six continents through a series of research studies involving business professionals, government and military, and both students and educators. The GCAA is currently being used in education (students and faculty/staff), business (e.g., L'Oreal), and government and military (e.g., United Nations).

The A&M-Commerce QEP Committee investigated use of the instrument and tested the entire process of assessment and reporting feedback with five paired reviews. Upon completion and review of the reports, the committee was satisfied that the GCAA could meet the assessment objectives of capturing and measuring students' global competencies over time and under specific conditions such as travel.

All students who traveled abroad during the summer of 2013, and an equal number of non-traveling students during the same time period, were asked to complete pre and post GCAAs. Finally, a randomly selected group of freshman students in the Freshman Success Class were asked to complete the GCAA during the first week of the Fall 2013 term. These data allowed the QEP Committee to gain a baseline of students' average global competence prior to executing the QEP programs. All together, about 500 assessments were completed in an effort to gain this baseline data.

Based on past research, reports of instrument use, and the baseline assessments, the GCAA appears to be a reliable and valid instrument capable of measuring constructs related to global competence, including internal and external readiness. The QEP proposes using the GCAA to measure the effectiveness of the proposed programs from a longitudinal perspective (progression from freshman year to graduation). Incoming freshmen will complete the GCAA during their first week of Freshman Success Class, whereas outgoing seniors will complete the assessment during the first two weeks of their final semester of study (at the time of graduation application).

Since curriculum is the foundation of higher education, the best place to start infusing global awareness and knowledge is in the classroom.

Global Coursework

Research and theorists agree that university systems are one of the best places to begin a process of building students' global competence, most arguing that globally competent individuals must possess global awareness and global knowledge. Reimers (2009), director of Harvard's International Education Program, argues that American universities are uniquely positioned to produce the knowledge, skills, attitudes, and behaviors necessary for students to fully comprehend global events and issues. Green and Olson (2006, 2008) argue that the best curricula approach includes a global infusion across courses and programs in an effort to ensure student learning from a wide variety of perspectives.

Since curriculum is the foundation of higher education, the best place to start infusing global awareness and knowledge is in the classroom (Wanner, 2009). While most educational programs may focus global awareness and knowledge in upper-level courses, introductory or general education (core) courses may actually have a greater impact on improving students' global competence by challenging students early in their educational journey. Hovland (2006), director of the Global Initiatives and Curricular Change Project with the AAC&U, argues that most universities have typically expected general education programs to produce students with at least a general understanding of global processes. However, research has shown that upper-level undergraduate students do not have the foundation needed to fully embrace the implications of a dynamic and interconnected world (Rubin, 2009).

A common model in universities follows the approach of infusing global issues into the lower-level curriculum and requiring students to complete a minimum number of those courses (often a single class). Offering global courses across the undergraduate curriculum allows students the best opportunity to have a wide variety of courses to choose from. This type of distributive model in the core and elective course offering provides students with exciting undergraduate course selections, across which they can relate knowledge, skills, and engagement using global competence as a constant theme (Green & Olson, 2006; 2008).

Global Travel

One of the most common methods of improving global learning, understanding, and engagement is study abroad. A wide range of researchers and practitioners have pointed to the importance of international experience in fostering global competence development (McDougall, 2009; Niehaus & Komives, 2009; Oddou & Mendenhall, 2008). Research on study abroad has reported a wide variety of positive outcomes. For example, studies have shown that students who have studied abroad have greater cultural knowledge and understanding (Bates, 1997; Drews & Meyer, 1996; Hutchins, 1996; Williams, 2005), demonstrate greater flexibility and adaptability (Black & Duron, 2006; Willard-Holt, 2001), express better ability to recognize and appreciate differences (Bates, 1997; Hutchins, 1996), are more emotionally resilient and independent (Black & Duron, 2006), and express greater desire to learn (Carson & Widaman, 1988; Forgues, 2005; Hadis, 2005; Hutchins, 1996).

Despite the potential for study and travel abroad to lead to improved global competence, very few students nationwide currently do so. According to the Institute for International Education (2011) only 270,604 American students studied abroad during the 2009-2010 academic year. A low percentage of A&M-Commerce students study and travel abroad as well, with less than one-half of a percent of the total student population participating in

Global events and experiences will be utilized in the proposed QEP as one of the key components to shift students from a position of passive receiver to that of engaged learner.

international study or programs. Students who have not studied abroad typically cite financial limitations as one significant barrier (Dessoff, 2006; Salisbury, Umbach, Paulsen & Pascarella, 2009; Van Der Meid, 2004). Similarly, A&M-Commerce students have often cited the same financial barrier to participation.

Recognizing that study and travel abroad can significantly contribute to students' increased global competence, the QEP proposed by A&M-Commerce seeks to increase the percentage of students traveling and studying abroad by offering up to 40 Global Scholar travel scholarships per year. However, for universities to reach the greatest number of students and foster improved global competence across the entire campus, clearly international travel and study cannot be the only consideration. The proposed QEP programs acknowledge and address this challenge by including local efforts (e.g., global coursework, global events) as key components for earning both Global Fellow and Global Scholar status.

Global Events

An intellectual environment that promotes learning, engagement, and a sense of belonging is required in order to cultivate students who actively participate in programs and fully interact with faculty, staff, and peers. Developing students' global competence requires a foundation in global knowledge and awareness as well as the incorporation of activities and experiences in which students learn from their engagement and inquiry and are challenged to become active participants—both in and out of the classroom. In an effort to enrich the core and elective global curriculum, global events and experiences will be utilized in the proposed QEP as one of the key components to shift students from a position of passive receiver to that of engaged learner.

A multi-national and multi-cultural experience is essential to fostering global competencies (McDougall, 2009; Niehaus & Komives, 2009; Oddou & Mendenhall, 2008). Recognizing that people have different ways of viewing the world and identifying with those defined differences, developing flexibility and adaptability to communicate across those differences, and embracing a curiosity about learning from others have all been cited as key components of global competence (Cohen, 2007; Dalton, Ernst, Deal, & Leslie, 2002; Gerzon, 2006). The proposed QEP will highlight and create opportunities for students to progress in each of these components. In an increasingly dynamic and interconnected world, students need practice in integrating and applying their global knowledge, skills, and behaviors into real-world situations (AAC&U, 2007). Students often need not look any further than their immediate surroundings to find those situations and to experience global interconnectedness, particularly at A&M-Commerce. The wide range of nationalities and cultures represented by faculty, staff, and students, as well as events and activities hosted on campus, offers a unique opportunity for increasing students' global competencies. As students document and reflect on their experiences in their ePortfolios, their global competence is set to increase even further.

Summary

Research has pointed to the importance of fostering students' global competence. In an effort to do just that, the Texas A&M University-Commerce QEP proposes two programs to improve students' global competence development at home and to also deepen students' engagement in travel and study abroad experiences. This approach takes into consideration the best practices and research findings from a variety of programs, initiatives, guidelines, and reports.

The proposed QEP creates a framework through which students may develop their global competence without leaving the country while earning an opportunity to travel and study abroad.

Both the Global Scholar and Global Fellow Programs are founded on the idea that individuals will experience greater enhancement of global competence through personal involvement, specifically and intentionally documenting and reflecting on their experiences within an ePortfolio. The purpose of the A&M-Commerce QEP is to better prepare students for an interconnected world. The programs have been designed to engage individuals in their own global competence development. The proposed QEP creates a framework through which students may develop their global competence without leaving the country, while earning an opportunity to travel and study abroad. To help effect a whole university environment in which this can more readily occur, a similar system has been created to encourage faculty and staff engagement with their own global competence development as well.

The QEP recognizes that each student, and faculty and staff member, currently possess different life experiences and global competence. As such, the global competencies that are in need of further development vary from person to person. The proposed programs create a method for individuals to personalize their global experience. Additionally, research suggests that individuals learn from an opportunity to the extent to which they are invested in that opportunity (Astin, 1999). Therefore, the proposed programs allow students, as well as faculty and staff, to create their own total global experience. For example, although a minimum number of global courses and event attendance is required to apply for Global Scholar status, additional points will be accumulated for going above and beyond the requirements in any area (e.g., courses, events, travel). Requiring students, faculty, and staff to create their own ePortfolios should increase their personal investment and thus increase their learning and development.

The overarching goal of the proposed QEP is centered on increased student learning and preparation, specifically in relation to global competence.

SECTION 2: DEFINING THE QEP TOPIC
PREPARING STUDENTS FOR AN INTERCONNECTED WORLD

Introduction to the Topic

The purpose of the Texas A&M University-Commerce QEP topic *Preparing Students for an Interconnected World* is to improve students' global competence, specifically knowledge of global dynamics (issues, trends, processes, and systems), ability and opportunity to apply that knowledge, and awareness of their role as engaged citizens within a highly interconnected world. The SACSCOC criteria for successful quality enhancement plans states that a QEP may focus on student learning outcomes and/or the environment supporting student learning. Texas A&M University-Commerce has elected to do both.

The overarching goal of the proposed QEP is centered on increased student learning and preparation, in relation to global competence. The Global Scholar Program has been designed to directly improve students' level of preparation for an interconnected world. Recognizing that student learning is significantly impacted by the environment (Astin, 1993; Gibson, 2012; Gibson & Reysen, 2013; Tinto, 1993), the Global Fellow Program has been designed to encourage faculty and staff to create, become involved in, and maintain an academic environment that enables and is supportive of students' increasing global competence.

Definition of Global Competence

Many of life's decisions are global in nature. The world has been transformed into an environmentally, politically, socially, and economically connected and interdependent web. Events occurring in one locality are affected, and affect, other locales even though we may not immediately see how the connecting strands tug on each other. Chaos scientists refer to this phenomenon as the "butterfly effect" (Lipman-Blumen, 1996, p. 78). However, most students are not formally educated and trained to comprehend the full impact of global dynamics (issues, trends, processes, and systems) and global interconnectedness, nor to make informed decisions with full knowledge and awareness of the global implications (Olson & Kroeger, 2001).

Varied definitions of global competence have been proposed and discussed in the research, each with a different emphasis, but all centered on some variation describing a body of globally relevant knowledge and awareness and the skills and dispositions required to engage responsibly and effectively in a global environment. Following extensive discussion with representatives from multinational businesses, human resource managers of transnational corporations, senior international educators, United Nations and embassy officials, and intercultural specialists, Hunter (2004) formulated an agreed-upon definition of global competence. According to this diverse panel of experts, a working definition of global competence is: "Having an open mind while actively seeking to understand cultural norms and expectations of others, leveraging this gained knowledge to interact, communicate and work effectively outside one's environment" (Hunter, 2004, p.81). As noted by Hunter, White, and Godbey (2006), this empirically-based description is offered as one plausible definition of global competence that can be customized to fit a specific organization or program.

Although research has revealed slightly different approaches for qualifying the components of global competence, there is notable consistency in the content (Lambert, 1996). Specifically, most operational definitions of global competence center on an individual's level of substantive knowledge, perceptual understanding, and intercultural communication skills.

Substantive knowledge includes knowledge of cultures, languages, world history and issues, and human choices (Wilson, 1996). These globally dynamic concepts are typically utilized by individuals as they describe, explain, and possibly predict transnational changes. Perceptual understanding is more difficult to assess and categorize since this component includes an individual's perceptions, emotions, and communication skills. The process an individual incorporates to select, organize, and evaluate the world, as well as understanding others in the world, can be categorized as perceptual understanding (Singer, 1998). Components grouped into intercultural communication skills are those that are drawn upon in an effort to engage effectively with others. Specifically, adaptability, empathy, cross-cultural awareness, intercultural relations, and cultural mediation are skills that are included within intercultural communication (Olson & Kroeger, 2001).

Viewing Hunter's definition as a starting point, and considering the various components, A&M-Commerce has amended the definition of **global competence** to fulfill the institutional strategy and mission, as follows: *Having an open mind while actively seeking to understand global dynamics (issues, trends, processes, and systems), and using this gained knowledge to interact, communicate and work effectively outside one's environment for the purpose of being fully prepared for an interconnected world.* For the purpose of the proposed QEP, the use of the term *global competence* will follow this definition.

Expected Capacities of Global Competence

As the world grows increasingly more interconnected, a much broader consensus has emerged around the need for a more globally competent citizenry. Colleges and universities have a special interest in preparing students for the changing demands of an interconnected world. Specifically, the ways in which students are encouraged and trained in relation to global knowledge, application of that knowledge, and opportunities to engage in globally dynamic situations can have a significant impact on their levels of global competence and ability to contribute to a highly dynamic and interconnected world (Hunter et al., 2006). An increasingly interconnected and interdependent global society requires that individuals demonstrate the ability to fit and function within a global marketplace. It follows that preparing students for interactions in a highly dynamic and interconnected world requires improved global competence.

The A&M-Commerce QEP was created with global competence in mind. Specifically, the proposed QEP is focused on *preparing students for an interconnected world.* The Global Scholar Program has been designed to directly improve students' global competence by immersing students into an environment that is conducive to increased global competence. The Global Fellow Program has been designed to encourage faculty and staff to create, become involved in, and maintain an environment that enables and is supportive of students' increased global competence. The overarching goal of the proposed QEP is centered on increased student learning and preparation.

SECTION 3: QEP PROCESS

QEP Committee

Although the SACSCOC reaffirmation review was not scheduled until 2014, Texas A&M University-Commerce assembled the university's QEP Committee in February 2008. The initial committee consisted of diverse faculty and staff members from varied colleges and departments within the university, as well as members from the administration's executive council. The committee immediately became very active, with meetings occurring at a minimum of once per month. Initial meetings were used to inform committee members of the SACSCOC QEP requirements and processes, to begin a course of discovery, and to plan a course of action for selecting and developing the QEP topic. Early on the committee established several operating guidelines that have been utilized at every stage of the QEP development process:

QEP COMMITTEE GUIDELINES
- All efforts should focus on student learning
- Enhance the academic reputation of the university
- Maintain sensitivity to differences within the university
- Remain open and transparent
- Promote university-wide engagement
- Advocate a user-friendly environment
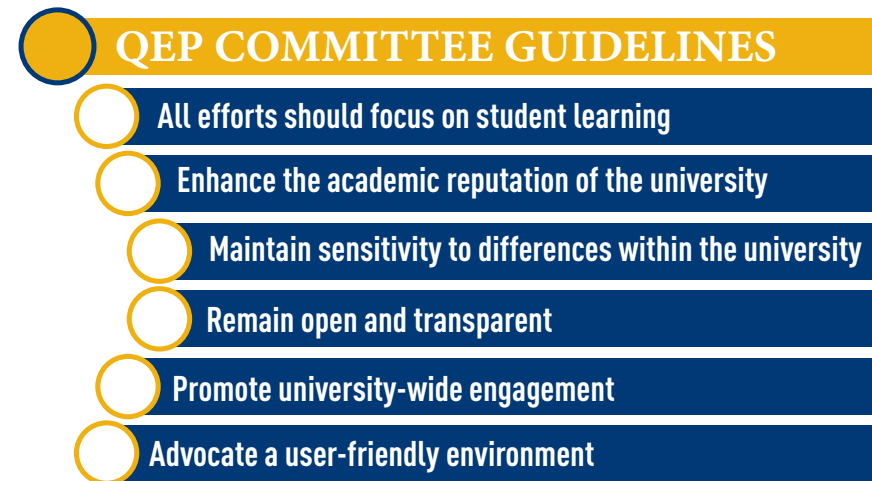
Figure 1: QEP Committee Guidelines

In keeping with the commitment to remain open and transparent, a QEP website containing committee operating guidelines, a membership list, meeting minutes, and committee contact information was established and is continually updated. Throughout the discovery and planning process, this website (http://www.tamuc.edu/QEP) has been consistently available within two clicks of the university homepage.

The initial committee members were tasked with: (1) gaining an understanding of the SACSCOC QEP standards and requirements, (2) involving the entire university community in determining acceptable potential topics, (3) presenting the topics to upper-level administrators for selection of the best fit to university goals, (4) creating a planning and implementation timeline, (5) ongoing involvement of the entire university community in refining and defining the topic and student learning outcomes, and (6) communicating, discussing, and utilizing the results from the university community responses.

The QEP Committee has included the input and efforts of over 100 individuals across the university. Over 100 individuals have served in formal roles within the committee, with many others contributing through associations and ongoing communication with members (see Appendix A). It is with heartfelt gratitude that we recognize the individuals who have helped

with the ongoing development of the QEP. Several individuals have served in leadership roles throughout the five-year research and planning period as well. Without the continued commitment and desire to propose and execute a plan with the potential to transform the learning experience of A&M-Commerce students, the current QEP proposal would not have been possible.

The QEP Committee has been assisted by the ongoing direction and support of a Leadership Team consisting of a variety of university representatives:

QEP Leadership Team

Dr. Kenneth Clinton	*Director of Global Programs, International Studies, Study Abroad*
Dr. Ricky Dobbs	*Dean of University College*
Dr. Haydn "Chip" Fox	*QEP Committee Chair*
Dr. Shonda Gibson	*QEP Committee Associate Chair*
Dr. Derald Harp	*SACS Compliance Committee Chair*
Dr. Mary Hendrix	*Vice President, Student Access and Success*
Dr. Marila Palmer	*Associate Provost, Institutional Effectiveness*

Figure 2: QEP Leadership Team

The QEP Leadership Team has remained in contact with university stakeholders and the community, the SACSCOC Leadership and Compliance teams, and the QEP Committee members throughout the development process. With the assistance of this team, the QEP Committee members were able to gain broad-based input and support for, as well as knowledge of, the QEP. While early work centered on gaining a comprehensive understanding of SACSCOC requirements for a QEP in general, along with detailed internal and external research in developing the topic, the final year of work by both the QEP Committee and the Leadership Team has centered on working through the details of implementation. The Committee worked in teams across the campus to finalize the proposed QEP.

QEP TEAMS

- Leadership
- Global Scholar
- Global Fellow
- Global Courses
- Global Events
- Global Travel
- Assessment
- Marketing Communication
- Budget Funding
- Technology
- Training Development

Figure 3: QEP Teams

In an effort to maintain ongoing communication and awareness across campus, the QEP Committee will serve the university as on ongoing standing committee. The QEP is a dynamic and ongoing process of maintaining and improving the quality and integrity of the students' learning experience.

Subject to SACCOC acceptance of the QEP in the spring of 2014, the Texas A&M University-Commerce President's Advisory Council will provide campus-wide cabinet-level leadership for the QEP. The Leadership Team and QEP Committee will continue to serve as standing committees. A QEP Director will be added prior to the implementation and will be charged with daily operations, maintaining communication with all stakeholders, and ongoing analysis and reporting of the progress of the programs.

QEP Organizational Chart

University President

President's Advisory Council

Director of QEP

QEP Leadership Team

QEP Standing Committee

QEP Mentors

Campus Units, Students, Faculty, Staff, Community Stakeholders

Figure 4: QEP Organizational Chart

The ongoing standing QEP Committee will consist of two faculty representatives from each the four academic colleges (total of 8), four representatives from non-academic areas, at least four student representatives, a chair, associate-chair, and the QEP Director. All committee members are expected to serve two-year rotating terms upon approval of respective deans and directors. Additionally, all members should exhibit ongoing commitment to the success of the QEP by serving as role models in seeking and achieving Global Scholar/Fellow status.

QEP Core Committee Fall 2013	
Chair Members	
Committee Chair	*Chip Fox*
Associate Chair	*Shonda Gibson*
Academic Departments	
College of Science, Engineering, and Agriculture	
Biology and Environmental Sciences	*Izhar Kahn*
Mathematics	*Hasan Coskun*
College of Humanities, Social Sciences, and Arts	
Literature and Languages	*Maria Lamarque*
Art History	*Bill Wadley*
College of Business and Entrepreneurship	
Marketing and Management	*Leslie Toombs*
Marketing and Management	*John Humphreys*
College of Education and Human Services	
Sport and Recreation Management	*Scott Waltemyer*
Social Work	*Rebecca Judd*
Non-Academic Departments	
International Student Services	*John Mark Jones*
Library	*Scott Lancaster*
Training and Development	*Tammi Thompson*
Student Organizations and Government	*Josh Hardman*
Counseling Center	*Nick Patras*
Student Representatives	
Doctoral Students	*Pratyush Kottoru*
National Society of Leadership and Success	*Brittni Mead*
Student Government	*Dustin Lawson*
Regents' Scholars	*Steven Jahn*
Graduate Assistants	
Marketing Communications	*Adeyinka Akeju*
Student Access and Success	*Natalia Assis*
Student Access and Success	*Ashley Kimble*

Figure 5: QEP Core Committee

The decision was based on the current relevance of the topic as well as alignment to the university strategic plan, mission, and guiding principles, and the relative uniqueness of the topic among universities as a QEP topic.

A standing sub-committee of QEP Mentors will serve to create and maintain ongoing communication, support, leadership, and encouragement across the campus. Volunteers from each department (academic and non-academic) across the campus will serve minimum two-year rotating terms upon approval of respective department heads and deans. All mentors are expected to exhibit ongoing commitment to the success of the QEP by serving as role models in achieving Global Scholar/Fellow status.

Academic Department Mentors	
College of Science, Engineering and Agriculture	
Agriculture	Jim Heitholt
Biology and Environmental Science	Chip Fox
Chemistry	Ben Jang
Computer Science	Derek Harter
Engineering and Technology	Nib Tsung
Mathematics	Hasan Coskun
Physics and Astronomy	Will Newton
College of Humanities, Social Sciences and Arts	
Art History	Emily Newman
English Language Institute	Rebecca Bolin
History	Mark Moreno
Liberal Studies	Donna Dunbar-Odom
Mass Media, Communication and Theatre	Samantha Grace
Music	Jeff Baker
Political Science	Robert Rodriguez
Sociology and Criminal Justice	Willie Edwards
Spanish	Inma Lyons
College of Business and Entrepreneurship	
Accounting	Megan Burke
Accounting	Annette Taggart
Business Administration and MIS	Jennifer Flanagan
Economics and Finance	Celine Hoe
Management	Mildred Pryor
College of Education and Human Services	
Curriculum and Instruction	Susan Bishop
Curriculum and Instruction	Chris Green
Educational Leadership	Kris Kemp-Graham
Health and Human Performance	Tara Tietjen-Smith
Health and Human Performance	Betty Block
Nursing	Carol McKenzie
Psychology, Counseling and Special Education	Bill Masten
Social Work	Lon Johnston
Non-Academic Department Mentors	
Academic Success Center	Jodi Oelrich
Athletics	Judy Sackfield
Campus Life and Student Development	Tim Willett
Career Development	Tina Boitnott
International Student Services	John Mark Jones
Library	Scott Lancaster
Literature and Languages	Diana Hines
Regent's Scholars	Lindsey Sandes
Student Disabilities Resources and Services	Rebecca Tuerk
Student Government Association	Will Horton
Student Organizations and Government	Josh Hardman
Training and Development	Tammi Thompson
Student Support Services	
TRIO Services	Veronica Reed
Off-Site Locations	
A&M-Commerce at Rockwall	Wayne Grabow
Collin Higher Education Center (CHEC)	Brandon Crutchfield
Metroplex Commuter Facility	Russell Blanchett
Navarro College Partnership Midlothian	Jeanetta Groce
Navarro College Partnership Corsicana	Jeanetta Groce
Visual Communication	Lee Whitmarsh

Figure 6: QEP Mentors

With nearly 75% of employers insisting that just students' be better prepared for the challenges of a global economy, the A&M-Commerce selection of the QEP topic Preparing Students for an Interconnected World, answers the call for a purposeful effort in emphasizing this core area of concern.

QEP Topic Selection and Development

In 2008, using focus groups, campus-wide surveys, research projects, and personal interviews, the QEP Committee sought suggestions and direction for the QEP topic. Input was solicited from students (bachelor, master, doctoral, and non-degree), faculty (including teaching and research assistants), staff (including administrative assistants, library staff, graduate school personnel, student affairs personnel, and off-campus personnel), alumni, and administration (including the president, provost, vice-presidents, deans, assistant and associate deans, department heads, and planning and evaluation personnel). In the first survey, a range of open-ended questions was posed to individuals across the university community. All of the responses from each group were listed, read, considered, digested, categorized, and then discussed by the QEP Committee. Four potential QEP topic themes emerged: critical thinking, communication, cultural/global awareness, and work-life skills.

The QEP Committee conducted a second survey in the spring of 2009 with all of the university community groups listed above ($N = 1000$) in an effort to continue a dialogue and narrow the topics. The survey listed the four potential QEP topics obtained in the first survey and asked for comments and rankings. Although critical thinking and communication were the top-ranked choices among the responding university community, the QEP Committee found that all of the topics were rated as acceptable for the university's QEP. The open-ended comments also indicated strong support for a focus on improved global awareness.

During 2009, the four potential QEP topics and survey data were presented to the university president, Dr. Dan Jones, and to the President's Advisory Council (PAC), for a decision on which of the four topics the university should adopt. It was decided by the PAC that cultural/global awareness would have the potential to encompass key components of all four topics. Most importantly, the decision was based on the current relevance of the topic, as well as alignment to the university strategic plan, mission, and guiding principles, and the relative uniqueness of the topic among universities as a QEP topic.

Responding to the request by the President, the President's Advisory Council, and the QEP Leadership Team, the QEP Committee planned, coordinated, and executed a wide variety of focus groups, campus-wide surveys, research projects, and personal interviews in an effort to further define the topic by using broad-based input from the campus community. These efforts provided insight and directed the ongoing development of the proposed QEP. During the summer and fall of 2009, a third survey ($N = 370$) was conducted within the university community asking for help in further defining the topic of cultural/global awareness. The results of the survey were again listed, read, considered, digested, categorized, and discussed by the QEP Committee, leadership team, and PAC. Four essential components were found common in the responses, including: global scholarship, knowledge/awareness, fluency, and engagement. From 2010 through 2012, the committee continued to research, investigate, and test a wide variety of global projects in relation to the four essential components identified. The process of data gathering and analyses also guided continued narrowing and progression of the topic.

Utilizing the university community responses and the suggestions from university leadership, the QEP Committee further narrowed the goal of the QEP to improving students' global competence. After intensive review and ongoing revisions of objective statements and SLOs,

Through the clear identification of areas of opportunity for improved student learning, the QEP has been able to address those issues and will offer incentives for students to participate in the program.

the QEP Committee took an important step in the early spring of 2013 by making a full recommendation to the Leadership Team and the President's Advisory Council (PAC.) Upon endorsement by the Leadership Team and the PAC, the QEP Committee officially approved the QEP topic *Preparing Students for an Interconnected World* and began focused work centered on improving students' global competence.

Further development of the QEP topic was accomplished entirely with the university mission, strategic plan, and student learning outcomes in mind. A principle established during the committee's first deliberations about the topic was that as an overall QEP goal, students would be expected to grow in their global competence. With this in mind, the committee elected to establish sub-committees, each charged with a different task related to the development of the QEP. These included:

1) Defining the topic

2) Identifying existing and required institutional information

3) Identifying best practices

4) Delineating student learning outcomes

5) Identifying and developing an assessment toolkit

6) Identifying and planning for professional development needs

7) Identifying required resources

Assessing the Learning Needs of Students

From the literature review, the QEP Committee learned that the majority of college graduate employers across the nation report a gap between students' level of preparation and the demands of the workplace (Hart Research Associates, 2010). With nearly 75% of employers insisting that students be better prepared for the challenges of a global economy, the A&M-Commerce selection of the QEP topic *Preparing Students for an Interconnected World* answers the call for a purposeful effort in emphasizing this core area of concern.

The A&M-Commerce QEP proposal places an emphasis on improving students' levels of global competence, addressing the key concern of employers calling for improvements to students' knowledge of global dynamics (issues, trends, processes, systems), and improving students' ability to apply that knowledge of the interconnectedness of global dynamics and their ability to view themselves as engaged citizens within an interconnected and diverse world.

Global Competence Aptitude Assessment (GCAA)

To evaluate the current status of students' global competence and obtain baseline data for the development and implementation of the QEP programs, the QEP Committee administered the Global Competence Aptitude Assessment (GCAA) to three groups of students ($N = 497$) during the summer and fall of 2013: (1) students traveling/studying abroad, (2) a group of students registered in a summer speech class serving as a control group, and (3) a group of incoming freshman students (see Appendix B for results report). All students traveling abroad and students enrolled in multiple sections of a speech class were asked to complete the GCAA during the same time period (12 week spread) in a pre and post assessment. The incoming freshman students were asked to complete the GCAA as a part of their Freshman Success Class.

74% of the students agreed that the ePortfolio would assist them in securing a job, and that all college students should build an ePortfolio.

The GCAA results indicated that overall internal readiness scores (self-awareness, risk taking, open-mindedness, and attentiveness to diversity) were 69.8%, where the external readiness scores (global awareness, historical perspective, intercultural capability, and collaboration across cultures) were 48.1%. GCAA scores below 80% indicate undeveloped readiness, where scores above the 80% range indicate developing and developed competence (C. Hunter, personal communication, Fall 2013).

In relation to external readiness scores, all of the individual component scores ranged from 61.9% to 73.4%, with the specific areas of historical perspective (23%) and global awareness (39.8%) significantly lower. As expected, the component areas that are positioned to capture an individual's knowledge and understanding of the interconnected world demonstrate a need for improvement. GCAA scores falling below 70% indicate underdeveloped readiness, where scores in the 75% and above range indicate developing and developed competence (C. Hunter, personal communication, Fall 2013).

Below are additional interesting points to highlight from the baseline GCAA assessment results:

- Significantly higher Internal Readiness post-test scores were measured from the study abroad treatment compared with the control group's post-test scores.

- Significantly higher External Readiness post-test scores were measured from the study abroad treatment compared with the control group's post-test scores.

- Generally speaking, students who self-selected the study abroad experience scored higher in *almost every pre-test and post-test measure* than the students who did not choose to participate in such an experience. This trend was more strongly observed in the External Readiness category. (It should be noted that only one third (⅓) of the control group students participated in the post-test. The GCAA hypothesizes that the more accomplished students were self-motivated and chose to participate again, which raised the group scores substantially in the Historical Perspective dimension.)

- Students who reported travel across continents and/or spent longer durations abroad scored higher in every dimension of global competence than their less-traveled peers.

- Students with greater world language exposure scored higher in all dimensions of global competence (to varying degrees across each) than those with none or more limited language exposure.

All students who completed the GCAA were also asked to review their results report, and then complete a survey about their perspectives regarding the assessment and the results. The students reported their highest and lowest scores, which were recorded in the final GCAA results. Additionally, when asked why they believed their lowest scores were in that particular area, most responded with an answer that reflected a lack of global knowledge, lack of opportunity to encounter global information, or a lack of desire to learn about global dynamics in general. On a positive note, when asked about the potential future use of their individual GCAA results reports, the students indicated they would use it for improving personal knowledge (54%) and for personal improvement (46%). The students reported that the GCAA was of average difficulty (56.4%) or difficult to very difficult (28%). The majority of the students agreed with their individual results, with only 14% disagreeing with portions of

the report. After reading the individualized reports, most found the results informative (93%). Interestingly, when asked if all college students should be required to complete the GCAA, less than 16% opposed its use as an accurate assessment of global competence. Overwhelmingly, the students who completed the GCAA and the survey reported positive experiences and viewed the results as a learning opportunity.

The results of the GCAA and the student perspective survey have greatly assisted in the development of the Global Scholar program. Through the clear identification of areas of opportunity for improved student learning, the QEP has been able to address those issues and will offer incentives for students to participate in the program. Those incentives, specifically the travel scholarship, have the potential to significantly impact students' global competence and preparation for an interconnected world, as demonstrated in the baseline data.

ePortfolio

Although students at A&M-Commerce have open access to an electronic portfolio tool, few utilize the resource without direction and assistance (e.g., a course requirement). Across all disciplines at the university, at present, none require students to complete an electronic portfolio in preparation for graduation. Research and practitioners agree that graduates should show tangible evidence of ability and skill, which is possible through use of ePortfolios (Hart, 2010; Rhodes, 2011). Furthermore, since ePortfolios encourage student learning and self-awareness through the act of collection, selection, and reflection of artifacts, the proposed QEP programs are poised to assist students in reflecting, remembering, and applying the education they have received.

The freshman students who completed the GCAA were also invited to an additional lab session in which they began creating their own ePortfolios ($N = 364$). The session was designed to follow a format that would be suitable for incorporating into all freshman success classes in the future. After an initial overview of the process of building the ePortfolio, the lab technicians, graduate research assistants, and instructors worked with the students and assisted them in creating the initial foundation. Students uploaded the results from their personalized GCAA reports and were allowed to upload other relevant documents and artifacts.

Following the ePortfolio session, the students were asked to complete a survey about their perspective of the experience. The majority of the students found the ePortfolio system easy to use (84.9%). Additionally, the students agreed that the ePortfolio would have many positive and helpful uses:

- keep up with what I have learned in class (65%)
- keep up with what I have learned at school events (85%)
- keep up with what I have learned from my peers (67%)
- keep up with what I have learned from my college experiences (78%)
- keep track of my growth and development (82%)
- encourage me to become more involved (75%)
- store important artifacts (files) (78%)

Implementation of the QEP programs is expected to significantly increase global event and activity development, attendance, and engagement.

Additionally, 74% of the students agreed that the ePortfolio would assist them in securing a job, and that all college students should build an ePortfolio. Overall, the students reported very positive experiences and planned to use the ePortfolio system for school, for work, and to continue tracking their personal accomplishments.

The results of the ePortfolio survey have greatly assisted in the development of the Global Scholar program. Although this finding was contrary to what the QEP Committee expected, the execution plan will incorporate the same and similar methods of initiating the ePortfolio session in an effort to replicate these early results. The use of an ePortfolio in documenting and communicating students' successes and accomplishments is expected to significantly impact students' interest and commitment to completion of the final product.

National Survey of Student Engagement (NSSE)

The National Survey of Student Engagement (NSSE) is a tool that serves a diagnostic function for identifying institutional strengths and weaknesses in terms of effective educational practices. A random sample of first-year and senior students at A&M-Commerce participate in the NSSE on a biannual basis. Comparisons with peer institutions and the national averages help reveal aspects of institutional and student performance not readily available from other sources.

Three approaches are common when utilizing the NSSE data including normative (compare students' responses to those of students at other colleges and universities), criterion (compare university performance against a predetermined value or level appropriate for students, given the university mission, size, curriculum, etc.), and longitudinal (compare students' scores over time). All three approaches to the NSSE data have proven to be useful to the development of the QEP and will continue to be informative throughout the QEP process.

Of particular interest in relation to the QEP at A&M-Commerce, the data reveal an opportunity for improvement related to enriching students' educational experiences. The NSSE Multi-Year Benchmark Report from August 2012 (NSSEa, 2012) indicates that the university has maintained relatively stable scores for both first-year and senior student responses (2005-2012) in the area of Enriching Educational Experiences (EEE). Resulting scores were 27, 27, 27, and 30 for first-year students, progressing to 37, 37, 35, and 36 for seniors. The questions presented in the EEE section that relate to the A&M-Commerce QEP topic of *Preparing Students For An Interconnected World* include:

1. Hours spent participating in co-curricular activities.
2. Foreign language coursework.
3. Study abroad.
4. Serious conversations with students of different religious beliefs, political opinions, or personal values.
5. Serious conversations with students of a different race or ethnicity than your own.
6. Campus environment encouraging contact among students from different economic, social, and racial or ethnic backgrounds.

Additionally, the NSSE Benchmark Comparisons Report from August 2012 (NSSEb, 2012), which compares universities, shows that A&M-Commerce first-year student responses

The QEP has the potential to transform the strong foundation of A&M-Commerce global initiatives into a systematic framework capable of increasing involvement and engagement, and ultimately producing globally competent students.

in the area of Enriching Educational Experiences (EEE) are not statistically significantly different from other comparable universities, but do have positive effect sizes. For example, when A&M-Commerce's mean (30.1) is compared to that of the Southwest Public (27.9), the Carnegie Class (29.0), and the NSSE 2012 group (28.4), effect sizes are .17, .08, and .12 respectively, indicating that the A&M-Commerce mean in the area of EEE shows an affirmative result. In other words, the difference demonstrates a practical significance. Conversely, the senior student responses in the same area (EEE) are statistically significant when comparing the A&M-Commerce mean (35.9) with the Southwest Public (37.6) and the NSSE 2012 group (40.4) but not statistically significant in comparison to the Carnegie Class (36.5). Additionally, since all of the effect sizes are negative (SP -.09, CC -.03, NSSE -.24), this may indicate that A&M-Commerce lags behind the comparison groups, suggesting that senior student behavior and/or institutional practices may warrant attention.

Furthermore, the NSSE 2012 Benchmark Comparisons with Highly Engaging Institutions (NSSEc, 2012) provides meaningful information related to the performance of A&M Commerce in comparison to high performing institutions. For first-year students, the EEE mean of 30.1 is almost equal to that of the top 50% of the NSSE highest performers (30.0), but significantly less than the top 10% (34.4). In both cases, the effect sizes are negative (-.63 and -.98) indicating that A&M-Commerce may lag behind the high performing institutions, thus presenting opportunity for improvement. Similarly, the senior student mean of 35.9 is significantly lower than that of both the top 10% (56.00) and the top 50% (48.4). Effect sizes are also negative in both cases (-1.16 and -.69), again revealing an area that may warrant attention.

A recent graduation exit survey (Gibson, Reysen, & Hendricks, 2012) identified an additional potential area of improvement in student involvement and engagement in activities at A&M-Commerce. The study found that 57% of the 1368 students responding (95% participation rate) to the survey reported no participation in any co-curricular events/activities during their time of study at the campus. Reciprocally (100% - 57% = 43%), it is safe to assume that less than 43% of current students are attending global events/activities. Similar results have been found in the assessment of student involvement in global activities and events through focus-groups and personal interviews conducted by the QEP Committee, with less than 30% of students reporting involvement in any global events or activities. However, promising trends were found, with the majority of students reporting that they would be willing to participate in global events/activities if they were aware and had an incentive to attend (based on responses of over 100 undergraduate students, mean of 5.87 on a scale of 1 to 7).

In summary, these data indicate an area of opportunity for A&M-Commerce related to enriching students' educational experiences. Specifically, implementation of the QEP programs (Global Scholar and Global Fellow) is expected to significantly increase global event and activity development, attendance, and engagement. With the special distinction of foreign language courses as global courses, the incentive to enroll in these courses should also increase. The university also expects that, as a result of engaging in global courses and globally-related events and activities, students will more frequently engage in serious conversations with students who are different from themselves. Additionally, through the incentive and reward system proposed in the QEP programs, interactions and engagement with diverse others and opportunities for study/travel abroad should increase. Overall, A&M-

Commerce expects to maintain stable growth in the NSSE EEE scores and improve over time to become a high performing institution (top 10%) through implementation of the QEP programs. See Appendix C for NSSE analysis and supporting data.

Assessing Current Global Learning Opportunities

The university's Council for the Study of Global Learning (CSGL), under the direction of Dr. Stephen Reysen, has contributed to the development of the QEP proposal through a wide variety of research studies conducted at A&M-Commerce. The CSGL's largest study (global class project) began by compiling an initial list of potential global courses through consultation with every department head and college dean across the university. Over a period of two years (2010–2012), over 200 undergraduate and graduate course sections were assessed. In general, students rated their perceptions of the environment, global awareness, global identification, and agreement with a variety of pro-social values both prior to the course and following completion of the course. Promising trends have been identified in the global classes when compared to the non-global classes; specifically, students in global courses showed increases in global awareness, global identification, and endorsement of pro-social values (Reysen, Larey, & Katzarska-Miller, 2012). Additionally, student focus groups and personal interviews conducted by the QEP Committee found that when presented with the proposed QEP programs and the incentives, students reported a willingness to complete one required global course (mean = 6.67) and a willingness to complete more than one required global course (mean = 5.67) (*based on responses of over 100 undergraduate students, on a scale of 1 to 7*).

The CSGL also investigated the impact of participation in global events (e.g., attending cultural events, community service) on students' global attitudes. At the beginning of the semester, freshman students rated a range of global attitudes, then attended various cultural events during the semester, and finally rated their attitudes again at the end of the semester. The goal of the project was to engage students through attendance of global and cultural events in an effort to integrate a more inclusive global identity. Although promising trends have been identified in the project, data analyses remain ongoing. Initial results suggest that students gained a greater understanding of themselves and their interconnectedness with diverse others by attending global events and participating in activities designed to improve global awareness (Reysen, 2012). Additional results from the QEP Committee focus groups and personal interviews with students suggest that although students are not currently actively attending and participating in co-curricular events, when presented with the QEP programs and when incentives are fully explained, students reported a willingness to participate (mean = 5.87) (based on responses of over 100 undergraduate students, on a scale of 1 to 7).

Finally, the CSGL developed and began an initial examination of students studying abroad (students coming in from other countries and students going out to other countries). Preliminary results of domestic students studying abroad indicate lower perceived differences between self and others (Pierce, Watt, Reysen, & Katzarska-Miller, 2011). Results of the assessment of international students are also in preliminary stages however, initial findings show that international students on average report positive experiences at A&M-Commerce, especially those who participate in co-curricular activities. Further examination of international students' acculturation beliefs (integration, assimilation, separation, marginalization) show that students who endorse integration show higher ratings on variables related to global identity

(Pierce, Jones, Clinton, & Reysen, 2012). Together the two studies suggest a reciprocal influence of interaction between international students and domestic students that benefits both groups toward engendering greater global awareness, global identity, and pro-social values. These studies lend support to the QEP proposal requirement for students to attend and engage in global activities and events in an effort to engender greater global competence.

A full inventory of globally-related events and activities has been ongoing (see Appendix D). The list will be made available on the QEP website, within the QEP news section of Pride Online, within the events calendar, and on the campus organizations management page (OrgSync/ManeSync). The global events and activities list will be continually updated and announcements made to faculty, staff, students, and the community at large. The inventory process, focus groups, and personal interviews confirmed the suspicions of the QEP Committee that although a wide range of global activities and events are planned, organized, sponsored, and held at the A&M-Commerce campus, few students and faculty/staff are aware of or attend the events. Although the inventory revealed many global initiatives at A&M-Commerce, the QEP Committee investigation found that the efforts have been fragmented, uneven, and uncoordinated. The global initiatives have failed to reach a great many students and make the impact that is possible through a strategic and carefully orchestrated plan. The A&M-Commerce QEP proposal presents a methodologically coordinated effort to expand and broaden current global initiatives and efforts, as well as develop new approaches. The QEP has the potential to transform the strong foundation of A&M-Commerce's global initiatives into a systematic framework capable of increasing involvement and engagement and ultimately producing globally competent students.

Assessing Current and Future Involvement

As referred in a prior section, in an effort to gauge current levels of involvement, and gauge future involvement and support of the proposed QEP programs, over 100 undergraduate students participated in focus group sessions and personal interviews related to the Global Scholar Program. On a scale of 1 (strongly disagree) to 7 (strongly agree), mean scores demonstrated an overall lack of current involvement in global activities (less than 4.47 events attended over three-year period of enrollment), yet a strong willingness to participate in global events (mean = 5.87), willingness to complete a global course (mean = 6.67), and a strong willingness to complete more than one required global course (mean = 5.67) when combined into the Global Scholar Program.

Additionally, faculty and staff ($N = 100$) were asked via email to respond to online survey questions related to their current level of participation with global courses, global events, global travel, global research, and globally-related personal/professional development. Responses revealed that although 67% of responding faculty/staff reported past attendance at global events on campus, the majority (over 75%) of faculty/staff had not developed, planned, sponsored, or organized global courses, global events, global travel, or global research. Of those responding, 41% of faculty/staff did report an interest in participating in the Global Fellow Program, and 47% reported a willingness to maintain an electronic portfolio reflecting their participation.

Summary

The QEP Committee sought input and feedback across the campus and achieved broad-based participation through the use of teams of committee members and departmental mentors. The Committee developed and proposed two major areas of concentration for the QEP, with an overall focus on improving students' global competence. The Global Scholar Program was designed to directly impact student learning outcomes, whereas the Global Fellow Program was designed to indirectly impact students' potential for learning through the creation and maintenance of a supportive and encouraging environment. Both programs have been designed based on data gathered from research studies, projects, focus groups, personal interviews, survey responses, and a thorough review of best practices in relation to other plans. An assessment of the learning needs of students, current global learning opportunities, and levels of current and future involvement revealed both gains being made and areas of needed improvement.

SECTION 4: OBJECTIVES, STUDENT LEARNING OUTCOMES & OVERVIEW

Overarching Objectives

The overarching objective of the Texas A&M University-Commerce QEP is *Preparing Students for an Interconnected World* through a focus on improved global competence. The QEP proposes 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 are designed so that, together, they will 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. These two programs that comprise the bulk of the QEP will enable the institution to strengthen its focus on global initiatives and significantly increase students' global competencies, better preparing them for an interconnected world. The objectives of the Global Scholar and Global Fellow Programs have been guided by the university strategic plan and mission and directly matched with the three student learning outcomes (SLOs) which were drawn from best practices and the overarching goals of the QEP.

QEP Student Learning Outcomes (SLOs)

1) Students will be able to demonstrate knowledge of the interconnectedness of global dynamics (issues, processes, trends, and systems).

2) Students will be able to apply knowledge of the interconnectedness of global dynamics.

3) Students will be able to view themselves as engaged citizens within an interconnected and diverse world.

Aligning Mission, Strategy, and SLOs

MISSION

Texas A&M University-Commerce provides a personal educational experience for a diverse community of life-long learners. Our purpose is to discover and disseminate knowledge for leadership and service in an interconnected and dynamic world. Our challenge is to nurture partnerships for the intellectual, cultural, social, and economic vitality of Texas and beyond.

Strategic Plan

Imperative III - Student Success
Strategy 1.4: Effective and innovative strategies and a focus on student-learning outcomes will result in an increase in placement rates . . .

Imperative V: Globalization
Strategy 1.1: Learning outcomes described in the QEP will guide the university's continuous improvement efforts
Strategy 1.2: Two percent of the student body will have experienced a study abroad activity by 2015.

QEP GOAL 1
Develop students' global competence, which will contribute to increased placement rates.

QEP GOAL 2
Increase students' global learning and participation in travel/study abroad by cultivating an environment that supports, encourages, and enables the QEP programs.

Student Learning Outcomes

SLO 1
Students will be able to demonstrate knowledge of the interconnectedness of global dynamics.

SLO 2
Students will be able to apply knowledge of the interconnectedness of global dynamics.

SLO 3
Students will be able to view themselves as engaged citizens within an interconnected and diverse world.

Imperative IV: Stewardship
Strategy 1.2: Identify a minimum of one percent of the annual budget for reallocation to fund innovation and new initiatives.

QEP GOAL 3
Insure the quality and sustainability of the new and innovative initiatives by effective and responsible leveraging of the human, physical, and financial resources allocated and reallocated to the QEP.
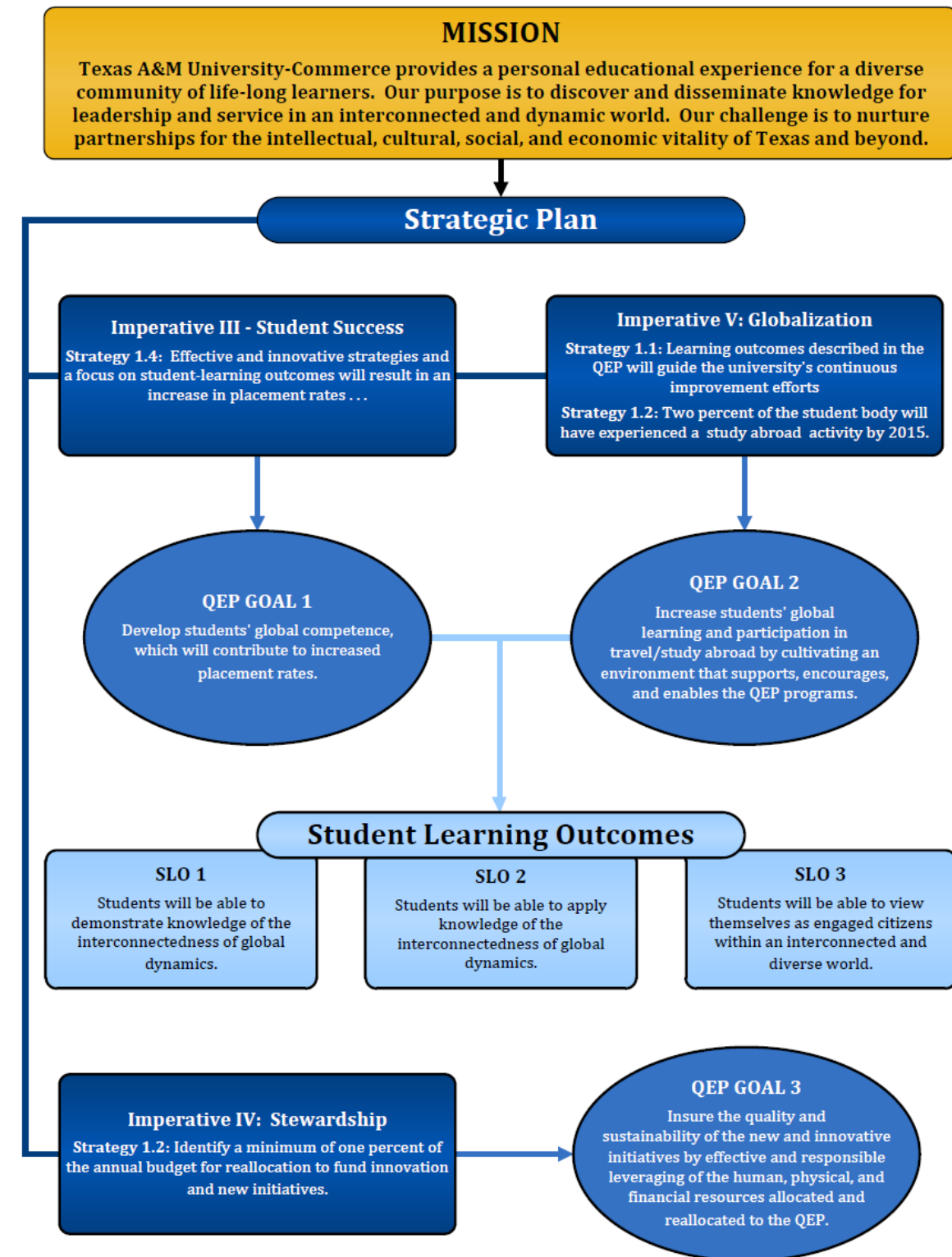
Figure 7: Aligning Mission, Strategy, and SLOs

Global Scholar Program Overview

The overarching goal of the Global Scholar Program is to create distinction and recognition among students for engagement in specialized instruction (global courses) and experiences (global events and travel). All incoming freshman students (domestic and international) will be introduced to the Global Scholar Program during their initial orientation beginning in the fall of 2014. The components of the Global Scholar Program include:

ePortfolio: During the required Freshman Success Class, all incoming students will begin work on an electronic portfolio (ePortfolio) (see Appendix E) designed to encourage involvement in global instruction and activities and to house specific artifacts and reflection in reference to the students' courses and experiences. The ePortfolio will serve as a key component of assessment of the program, as well as an important consideration in the selection of students earning the Global Scholar status.

Global Competence Aptitude Assessment: During the Freshman Success Class, students will be required to complete an assessment of global competence, which will serve as baseline data of entry-level global competence prior to exposure to global instruction and experiences. (see Appendix F)

Students will upload the results of the global competence assessment into the ePortfolio, along with a prompted reflection. Beginning in the third year of the QEP (2016–2017), graduating students will be prompted to complete the GCAA again, which will serve as baseline data of exit-

Freshman: Global Competence Aptitude Assessment

Global Courses, Events, Activities, Travel

Senior: Global Competence Aptitude Assessment

GLOBAL SCHOLAR PROGRAM OBJECTIVES

- Develop an opportunity for students to become better prepared for engaging in a highly interconnected world
- Distinction and recognition of students for engagement in specialized instruction (global courses) and experiences (global events and travel)
- Encourage and increase student engagement in global activities (courses, events, and travel)
- Encourage and increase students' global competence (knowledge, skills, and engagement)

Figure 8: Global Scholar Program Objectives

level global competence following exposure to global instruction and experiences.

Global Courses: All undergraduate students will be required to successfully complete one global course (see Appendix G). Additional global course participation is optional, but highly recommended if the student intends to apply for Global Scholar status. Students will be required to log global courses taken and enter a reflection into the ePortfolio. Global courses will be identified in the course catalog and schedule of classes (e.g., MGT 585G).

Global Events and Travel: During the required Freshman Success Class, all incoming students will be required to attend at least three 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 will be highly encouraged. Global travel must be logged into the ePortfolio, along with a reflection and a pre and post global competence assessment results. See Appendix D for Global Events and Activities Inventory and Figure 13 for Global Travel Opportunities.

Selection as a Global Scholar: Applications for status as a Global Scholar (see Appendix H) will be available during each semester and will be accepted from students upon completion of at least 5 semesters. The QEP Committee and Global Fellows will review the applications and ePortfolios and rate each student using an established rubric (see Appendix I). Based on participation and documentation, students will be selected and awarded status as Global Scholar.

Benefits of Becoming a Global Scholar: Benefits of earning the Global Scholar status include certificate of completion (Global Scholar Status), special sash/stole at graduation, distinction on graduation program, induction and recognition ceremony (e.g., Spring Banquet), personalized letters of recommendation, opportunity for travel, and opportunity to share global Scholar experience with other students. From the applicants, a maximum of 40 students will be selected to receive a travel scholarship for their choice of existing travel options (see Figure 13) through the International Study/Travel Abroad Office. All students receiving a travel scholarship will be expected to share their experience with at least one Freshman Success Class during the semester following travel, and will also be required to assist with the spring induction banquet.

Global Fellow Program Overview

The overarching goal of the Global Fellow Program is to create and maintain an environment in which achievement of the student learning outcomes is possible. The program has been designed to encourage faculty/staff engagement in global activities, enable distinction and recognition among faculty/staff for engagement in global activities, and create and maintain a diversified and multi-disciplinary team with specialized global experiences and resources. The Global Fellow Program is peripheral to the Global Scholar Program, enabling the university to establish an environment in which focus and attention will allow the preparation of students for an interconnected world to become the norm (see Appendix J for alignment to SLOs). All faculty and staff will be made aware of the Global Fellow Program through new hire orientation, training and development, community updates, as well as departmental and college meetings.

Global Courses

Global Events, Activities, Travel

Global Research

Personal/Professional Development

The Global Fellow award will be based on engagement in global activities that are classified into five categories complimentary to the Global Scholar categories: global course development and teaching, global events, global travel, global research, and personal and professional development. The assessments of Global Fellow applications (Appendix K) will be conducted for both the quality and the quantity of engagement in Global Activities (see rubric Appendix L). The components of the Global Fellow Program include:

ePortfolio: All faculty and staff seeking status as a Global Fellow will be required to create and maintain an ePortfolio (see Appendix M). The ePortfolio is designed to encourage involvement in global instruction and activities and to house specific artifacts and reflection in

much the same method as with the Global Scholar Program. The ePortfolio will serve as a key component of assessment of the program, as well as an important consideration in selection of faculty and staff earning the Global Fellow status.

Global Courses: Since all undergraduate students will be required to successfully complete at least one global course and be recognized through the Global Scholar Program for completing additional global courses, identification and development of global courses will be highly encouraged (see section on Global Courses). Through the Global Fellow Program, faculty and staff will be encouraged and rewarded for enhancing A&M-Commerce global course offerings and inviting global colleagues to campus as guest lecturers. Global Fellows are required to log global courses developed and taught into their ePortfolios.

GLOBAL FELLOW PROGRAM OBJECTIVES

- Develop a university environment that encourages and enhances students' global learning and engagement
- Distinction and recognition of faculty/staff for engagement in global activities (courses, events, travel, research, personal/professional development)
- Encourage and increase faculty/staff engagement in global activities (courses, events, travel, research, personal/professional development)
- Create and maintain a diversified and multi-disciplinary team with specialized global experiences and resources in an effort to improve students' global competence

Figure 9: Global Fellow Program Objectives

Global Events and Travel:
Because Global Scholars will be required to participate in global events, faculty and staff will be encouraged and rewarded for planning, sponsoring, organizing, and attending global colloquiums, conferences, and/or events. Activities that are global in nature, must be logged in the ePortfolio, along with a personal reflection, to be considered toward earning Global Fellow status. Although global travel is optional in the consideration of Global Fellow status, faculty and staff will be 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 and QEP SLOs are clearly defined. Global travel must include students and be 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) will be considered toward status as a Global Fellow. All global research activities must be logged into the ePortfolio to be considered toward Global Fellow status.

Personal and Professional Development: Activities that better prepare faculty and staff to assist students in achieving the desired SLOs may be 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. All personal and professional development activities must be documented in the ePortfolio to be considered toward Global Fellow status.

Selection as a Global Fellow: Applications for status as a Global Fellow (see Appendix L) will be available during the spring semester, and will be accepted upon completion of at least 1 year of documented activity. The QEP Committee and a select group of Distinguished Global Fellows will review the applications and ePortfolios and rate each application with an established rubric (see Appendix M). Based on participation and documentation, faculty and staff will be selected and awarded status as Global Fellow.

Benefits of Becoming a Global Fellow: Benefits of earning the Global Fellow status include induction and recognition ceremony (e.g., Spring Banquet), certificate of completion (Global Fellow status), honor medallion, distinction and recognition at convocations, yearly banquets, and other campus events. Additionally, all Global Fellows will be eligible to apply for internal support funding for assistance with global courses, global travel, global research, and global events (see Appendix N). All Global Fellows receiving internal support funding will be expected to share their experience at the induction ceremony.

Expected Outcomes
The Global Fellow and Global Scholar Programs were delineated and defined in terms of specific student learning outcomes focused on improving students' global competence. Specifically, following participation, assessments, and reflections in regard to global courses, global events/activities, and travel, the A&M-Commerce QEP is positioned to significantly enhance students' global competence and to specifically accomplish the three QEP SLOs.

The Global Scholar Program has been developed with the SLOs in mind and will create an opportunity for students to become better prepared for engaging in a highly interconnected world. The Global Scholar Program will also provide distinction and recognition of students for engagement in specialized instruction (global courses) and experiences (global events and travel). Additionally, the program will encourage and increase student engagement in global activities (courses, events, and travel). Finally, the Global Scholar Program will encourage and increase students' global competence (knowledge, skills, and engagement).

The Global Fellow Program has been developed with the QEP SLOs in mind. The program will create an environment that encourages and enhances the SLOs. The Global Fellow Program will foster a university environment that encourages and enhances students' global learning and engagement. The program will also provide distinction and recognition of faculty and staff for engagement in global activities (courses, events, travel, research, and personal/professional development). Additionally, the program will encourage and increase faculty/staff engagement in global activities (courses, events, travel, research, personal/professional development). Finally, the Global Fellow Program will create and maintain a diversified and multi-disciplinary team with specialized global experiences and resources in an effort to improve students' global competence.

The QEP has strategically created the distinction and recognition of faculty and staff in an effort to create and maintain an environment in which achievement of the student learning outcomes is possible and likely.

SECTION 5: ACTIONS FOR IMPLEMENTATION

The projected timeline for the five-year implementation of the QEP provides a guide to preparing Texas A&M University-Commerce students for an interconnected world. The timelines presented are broken into two stages: planning and implementation. The planning year timeline includes a wide variety of activities that have been, and will be, critical in the execution of the QEP. The more detailed actions for the implementation timeline outline a myriad of details that must be taken care of during each year of the program. The timelines set out only the most significant activities to be accomplished, with additional details discussed below.

QEP PLANNING YEAR	
2013	**ACTIVITY**
JANUARY	Working out details of QEP proposal • Developing marketing and communication plans • Developing assessment plans • Developing IT logistics
FEBRUARY	Conduct student focus groups • Develop global event and activity list
MARCH	Conduct faculty and staff survey and interviews
APRIL	Analyze data from focus groups and interviews • Make final recommendations for proposal • Submit budget request
MAY	Gather preliminary list of potential global courses
JUNE	Gather baseline data from GCAA: Traveling students and control group (pre) • Rough draft of narrative due for review (Dr. Goldstein)
JULY	Train Freshman Success instructors for testing ePortfolio • Make arrangements for GCAA in lab • Dr. Goldstein site visit and review • Recommend Lead Evaluator • Testing faculty and staff ePortfolio • Begin all marketing efforts (web, social media, orders)
AUGUST	Testing use of ePortfolio in Freshman Success Class • Gather GCAA baseline data (Freshman students) • Gather student feedback on ePortfolio and GCAA • Gather post-travel data and post-term data for control
SEPTEMBER	QEP Committee and contribution Thank You Reception
OCTOBER	Final QEP narrative due to committees • List of global courses to Registrar • Test of attribute in system
NOVEMBER	Update list of global courses
DECEMBER	Review use of ePortfolios with Freshman Success • Issue survey and review student feedback on global course evaluation questions
2014	**ACTIVITY**
JANUARY	Final QEP narrative due to SACS
FEBRUARY	On-site committee begins reviewing narrative
MARCH	SACS on-site visit and review
APRIL	Make adjustments based on SACS committee input • Final list of global courses to Registrar • Add SLOs to global courses
MAY	Post final narrative and begin full communication efforts • QEP campus-wide Thank You Reception
JUNE/JULY	Final preparation for full execution of the QEP

Figure 10: QEP Planning Year Timeline

QEP IMPLEMENTATION TIMELINE

TASKS	PLANNING YEAR (2013-2014)				YEAR 1 (2014-2015)			YEAR 2 (2015-2016)			YEAR 3 (2016-2017)			YEAR 4 (2017-2018)			YEAR 5 (2018-2019)		
	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer
Global Scholar																			
Freshman Orientation				X			X			X			X			X			X
Freshman Success (FS) Class		X	X		X	X		X	X		X	X		X	X		X	X	
Build ePortfolio		X	X		X	X		X	X		X	X		X	X		X	X	
Complete GCAA		X	X		X	X		X	X		X	X		X	X		X	X	
Global Scholar Application/Review									X			X			X			X	
Global Scholar Selection												X			X			X	
Global Banquet						X			X			X			X			X	
Award Travel Scholarship												X			X			X	
Global Scholars Travel													X			X			X
Travelers: Present at Orientation																X			X
Travelers: Present in FS Class														X	X		X	X	
Travelers: Present at Banquet															X			X	
Distinction at Graduation													X		X	X		X	X
Global Fellow																			
Communication Training and Development		X	X		X	X		X	X		X	X		X	X		X	X	
FCTT Training		X	X		X	X		X	X		X	X		X	X		X	X	
New Hire Orientation		X	X		X	X		X	X		X	X		X	X		X	X	
College Meetings		X	X		X	X		X	X		X	X		X	X		X	X	
Community Update		X	X		X	X		X	X		X	X		X	X		X	X	
Global Fellow Application/Review					X	X		X	X		X	X		X	X		X	X	
Global Fellow Selection					X	X		X	X		X	X		X	X		X	X	
Internal Support Funding					X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Review/Select Global Scholar Applications									X			X			X			X	
Global Banquet		X	X			X			X			X			X			X	
Global Courses																			
Deparment ID Global Courses	X	X			X			X			X			X			X		
Registrar Add to Catalog/Schedule			X			X			X			X			X			X	
Global Courses Visible to Students					X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Course Evaluations		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Review/Report Course Evaluations		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Global Events																			
Update Global Event/Activity List	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Present at Student Organization Orientation		X			X			X			X			X			X		
Global Award for Student Organizations			X			X			X			X			X			X	
Global Travel																			
Pre-Post GCAA Regents	X			X			X			X			X			X			X
International Studies	X			X			X			X			X			X			X
Sophomore Experience				X			X			X			X			X			X
QEP Assessment																			
Evaluation of Communication Efforts		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Evalution of FC Implementation		X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Evaluation of ePortfolio Use		X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Evaluation of GCAA (class and travel)	X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Evaluation of Global Scholar Program							X		X			X			X			X	X
Evaluation of Global Fellow Program			X				X		X			X			X			X	X
Evaluation of Relevant Reports (NSSE)			X				X		X			X			X			X	X
Annual Report						X			X			X			X			X	

Figure 11 QEP Implementation Timeline

Target Populations

Enrollment data indicate that of the nearly 12,000 A&M-Commerce students, 6,768 (60.5%) are undergraduate students. The targeted student population for the initial execution of the A&M-Commerce QEP will include first-year, full-time freshman, to begin during the Fall 2014 term. Based on prior enrollment data (2009-2011) available from the Texas Higher Education Data site (www.txhighereddata.org), A&M-Commerce expects about 541 first-time, full-time freshman students to enroll at A&M-Commerce. Furthermore, the data show the university's 4, 5, and 6-year graduation rates for the same two-year period averaging at 38%. Following the trends, with the average enrollment of 541 and expectation of a 38% graduation rate, the QEP anticipates at least 100 students (49% of those graduating) will earn status as a Global Scholar prior to graduating, with 40 students earning a travel scholarship opportunity (20% of students graduating).

Research shows that the experiences of first-year college students have a strong impact on their future success (Upcraft, Gardner, & Barefoot, 2004). The underlying idea behind the A&M-Commerce QEP is that inclusion of globally-related experiences during the first-year of college may lead to the greatest long-term results in relation to student preparation. Research supports the notion that global competence of A&M-Commerce graduates needs to begin early in the academic journey of students. As these students progress toward graduation, they will have the opportunity to participate in a wide range of global courses, events, travel, and other experiences. Record of these globally-related activities will accumulate in the ePortfolio and may be submitted for review by the QEP Committee and Global Fellows in consideration of earning Global Scholar status. As time progresses, all undergraduate students at A&M-Commerce may be directly or indirectly impacted by the QEP.

All faculty (568) and staff (460) at Texas A&M University-Commerce will be eligible to participate and apply for Global Fellow status. A wide variety of factors have been found to impact students' views of the quality of higher education, including both academic and non-academic services. Aside from the direct impact of course content or delivery (Aldridge & Rowley, 1998; Bigné, Moliner, & Sánchez 2003; Douglas, Douglas, & Barnes 2006; Mergen, Grant, & Widrick, 2000; Ramsden, 1991; Voss, Gruber, & Szmigin, 2007), non-academic and co-curricular activities have also been found to significantly impact students' overall perceptions of the quality of their whole educational experience (Arena, Arnaboldi, & Azzone, 2010; Oldfield & Baron, 2000). Researchers and practitioners have devoted considerable attention and effort toward understanding and improving the relationship between academic services and student satisfaction and success (Abdullah, 2005, 2006; Douglas, et al., 2006; Pariseau & McDaniel, 1997). Recently, a lens has been pointed at the significant relationship between the perceived quality of administrative services (staff) and student satisfaction and rates of success (Arena et al., 2010).

Overall, research suggests that the student's university experience is significantly impacted by both academic and administrative services (Baldwin & James, 2000; Barrett, 1996; Binsardi & Ekwulugo, 2003; Conway, Mackay & Yorke, 1994; Gomes & Murphy, 2003; Kemp & Madden, 1998; Umashankar, 2001; Wignall, 2007), making the roles of both faculty and staff pivotal. For this reason, the QEP has elected to include both faculty and staff in the Global Fellow program. The QEP has strategically created the distinction and recognition of faculty and staff in an effort to create and maintain an environment in which achievement of the student learning outcomes

is possible and likely. Based on feedback obtained from A&M-Commerce faculty and staff, the program is expected to generate about 50 Global Fellow distinctions annually (about 5%). At this rate, 250 Global Fellow distinctions should be awarded during the five-year QEP, representing about 24% of the faculty and staff total.

ePortfolio

All students seeking status as a Global Scholar and all faculty and staff seeking status as a Global Fellow will be required to create and maintain an ePortfolio. For both the Global Scholar and Global Fellow Programs, the ePortfolios will be populated by the user and will contain materials and artifacts that demonstrate global competence, including logs for participation, reflections, written documents, audiovisual, and linked artifacts. Within the ePortfolios, the user will choose the content and materials that demonstrate achievement within the criteria for both the Global Scholar and Global Fellow Programs. The ePortfolios will be dynamic, integrated and context-related, and allow items from multiple sources. A model will be provided that includes the minimum requirements to upload specific information related to global activities and experiences (e.g., global course reflections, event attendance reflections) (see Appendices D and M).

Freshman Success Class

All incoming freshman students are required to successfully complete the Freshman Success Class. Based on past enrollment data, at least 541 incoming freshman are expected each year. The Dean of the University College, who has responsibility for the Freshman Success courses, has agreed to incorporate specific requirements of students into this entry-level course as a part of the execution of the QEP programs. Students will be required to complete the Global Competence Aptitude Assessment during the first two weeks of the course and will also be required to begin work on an ePortfolio. By incorporating these activities as assignments, it is expected that all incoming freshman will have a baseline global competence assessment completed, will have resources and recommendations on how to improve, and will have begun work on building an ePortfolio. The key focus on the Freshman Success Class will center on building awareness of the Global Scholar program within the freshman student population. Furthermore, the class is expected to engender curiosity of global dynamics (issues, trends, processes, and systems) and encourage ongoing development of each student's global competence (Green & Olson, 2006; 2008).

Global Courses

All incoming freshman will be required to complete at least one global course beginning in the fall of 2014. Global courses have been, and will continue to be, identified by instructors, department heads, and academic deans (see Appendix G) according to the QEP specifications and procedures (see Appendix O). Both core courses and elective courses have been created and identified as global in an effort to present the greatest opportunity for all students to participate in the Global Scholar program.

All courses designated as global must adhere to specific guidelines. For example, a global course will have an overarching goal of *preparing students for an interconnected world*, clearly state at least one of the QEP SLOs in the syllabus, include an assessment plan to be completed by the instructor, and require each student to upload a graded artifact to their ePortfolio. The Registrar's office has been tasked with labeling each global course with a "G" distinction

Use of the ePortfolios will allow for collection and review of student learning outcome achievement, as well as a means for broad, multidimensional and integrated program evaluation.

Less than one percent of the undergraduate student population participate in study or travel abroad opportunities. […] A&M-Commerce expects about 20% of graduating undergraduate students will have experienced a travel/study abroad experience with the initiation of the Global Scholar program.

(e.g., MGT 585G) in the course catalog and schedule of classes. A newly created course must first progress through the established course creation and maintenance process established by Texas A&M University-Commerce before being designated as a global course.

All departments have been encouraged to identify and/or create at least one global course so that all students, regardless of specific area of study, will experience a global perspective in relation to the globally dynamic issues, trends, processes, and/or systems in a particular field of study. In preparation for future growth of the program, and to infuse a deeper global perspective across the curriculum, graduate courses were also identified and included in the list of approved courses. Although the courses will be designated as global, graduate students will not be eligible to seek the Global Scholar distinction during the initial implementation of the QEP.

Global Events

A wide range of globally-related events and activities have been offered at A&M-Commerce.

Historically, these events and activities have been somewhat fragmented, uneven, and uncoordinated. Overall, the global initiatives have failed to reach a great many students, as well as faculty and staff, and make the impact that is possible through a strategic and carefully orchestrated plan. The A&M-Commerce QEP proposal presents a methodologically coordinated effort to expand and broaden current global initiatives and efforts, as well as develop new approaches. The QEP has the potential to transform the strong foundation of A&M-Commerce global initiatives into a systematic framework capable of producing globally competent students.

Because students seeking the Global Scholar status will be required to attend a minimum number of events on campus, it is expected that attendance and engagement will significantly improve. Initially requiring attendance with incoming freshman students is expected to produce a snowball effect over time. An inventory of currently-existing, globally-related events and activities across campus has been produced and will be maintained and communicated in an effort to increase awareness (see Appendix D). The QEP Director will work with the Marketing and Communications Director to better promote global events at A&M-Commerce.

Global Travel

A wide range of travel opportunities are offered at A&M-Commerce through the Office of International Studies, Regents Scholars, Sophomore Experience, and varied departmental ventures.

COUNTRY	2013				2012				2011				2010				2009			
	F13	S13	SP13	TOTAL	F12	S12	SP12	TOTAL	F11	S11	SP11	TOTAL	F10	S10	SP10	TOTAL	F09	S09	SP09	TOTAL
ENGLAND		32		32	24	35		59		15		15		15		15		19		19
INDIA									2			2								
SPAIN		6		6	10			10		6		6		7		7		4		4
CHINA		3		3			1		5	6				5		5		12		12
SPAIN	8																			
FRANCE		1	3	12		3		3	1	7		8			1	1			1	1
AUSTRIA										1		1								
TURKEY										1		1								
COSTA RICA	5	24		29		30		30		20		20								
JAPAN										1		1								
MEXICO														9		9				
SWITZERLAND LUXEMBOURG										11		11								
ITALY						8		8												
PANAMA						8		8												
ARGENTINA		1		1																
TOTALS				84				83				71				37				36

Figure 12: Travel Summary

Historically, a small percentage of students have participated in these opportunities, and international studies funding has been limited to assist a small number of students with travel scholarships. The university's QEP budget includes sufficient funds to increase student travel opportunities. Since one of the benefits of earning Global Scholar status is a travel scholarship, the QEP is expected to produce up to 40 additional traveling students annually. Travel scholarships may be applied toward A&M-Commerce existing travel opportunities.

THE JOE B. HINTON OFFICE OF INTERNATIONAL STUDIES GLOBAL PROGRAMS

Center: www.tamuc.edu/internationalstudies

- British Studies (USM) (London, England)
- Abbey Program (USM) Poatlevoy, France)
- Universitas Castellae (BCA) (Valladolid, Spain)
- Regents Scholar Program II Korea (Dr. Ricky Dobbs) (Dr. Rock Clinton)
- Language Institute (USM) (Madrid, Spain)
- Geo Science University (Beijing, China) (China Business) (Dr. Chris Myers)
- Salamanca, Spain (Dr. Maria Lamarque)
- Texas A&M System Courses
- Costa Rica (Dr. Rebecca Judd)
- Costa Rica (Dr. Lavelle Hendricks)
- Regents Program I London & Paris (Dr. Ricky Dobbs)

AMERICAN INSTITUTE FOR FOREIGN STUDY
Australia, Austria, Brazil, China, Costa Rica, Czech Republic, England, France, Germany, Ireland, Italy, Peru, Russia, South Africa, Spain

UNIVERSITY OF SOUTHERN MISSISSIPPI
Africa, Austria, Australia, Belize, Britain, Canada, China, Costa Rica, France, Galapagos Islands, Germany, Honduras, India, Italy, Jamaica, Mexico, Panama, Spain, Tibet, Vietnam

Futures: Art History Spain (Dr. Watley) (Lyons) — Argentina (Dr. Jay Garrett) — Germany (Michael Miller) — Argentina (Dr. Rodriguez) — London (Dr. Edelman) — London (Dr. Duchovnay) — Panama (Dr. Green) (Fuentes)
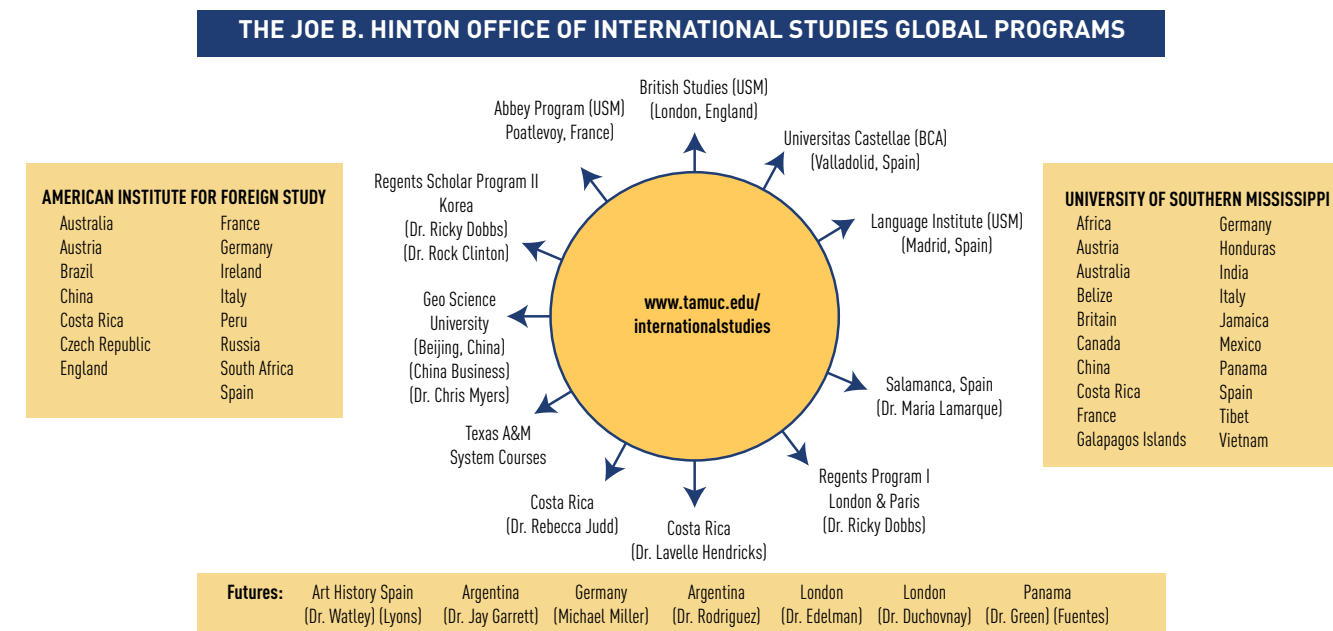
Figure 13: International Travel Opportunities

In an effort to capture the global competence levels of traveling students, completion of the GCAA will be required both prior to and after travel. Students will be required to upload the report to their ePortfolios.

SECTION 6: ASSESSMENT OF QEP GOALS AND STUDENT LEARNING OUTCOMES

The assessment plan for the A&M-Commerce QEP has been designed to capture both formative (for learning) and summative (of learning) assessments. Additionally, the plan incorporates direct measures that demonstrate specific student learning and indirect measures that capture implications of student learning. Finally, the assessment plan includes an annual review to enable ongoing development and improvement of the QEP.

Direct Assessment

Direct assessment will include global course artifacts, the Global Competence Aptitude Assessment, and the ePortfolio. Each is discussed below.

Global Course Artifacts

Global course distinction requires that the syllabus clearly state the specific QEP SLO(s), the instructor includes a comprehensive assessment plan for the stated learning outcome, and the students insert at least one graded artifact into their ePortfolio. Instructors are encouraged to utilize a wide variety of direct measures including, but not limited to, exams, research papers, projects, presentations, performances, and field service to assess student learning. Additionally, instructors are encouraged to utilize appropriate assessment methods that include rubrics and rating scales that are reflective of the current discipline-specific pedagogy.

Each graded artifact will serve as a formative assessment for learning. Instructors will report the assessment averages for all students for each global course artifact, reflecting a summative assessment of learning related to each specific SLO. The average rating of all global course artifacts for each SLO will then be utilized as a summative assessment of learning in relation to the QEP at a program level.

Global Competence Aptitude Assessment

The web-based Global Competence Aptitude Assessment (GCAA) will be utilized to directly assess all three SLOs and the overall objective of the QEP: *Preparing Students for an Interconnected World*. The GCAA will be administered to incoming freshman students in a Freshman Success Class, to exiting senior students upon application for graduation, and as a pre-post assessment with students traveling abroad in all programs. These assessments serve as direct measures of student learning in a wide variety of factors that have been shown to impact global competence. The GCAA provides a baseline measure of global competence for incoming students in a pre-assessment format, while the post-assessment measure will reflect student learning over the student's entire undergraduate experience. The summative post-assessment will allow A&M-Commerce to determine if the overall student learning outcomes and objective of the QEP program have been achieved for both the annual and fifth-year reports.

Based on over ten years of rigorous research, the GCAA asserts the ability to capture an individual's capacities of global knowledge, skills, attitudes, and experiences (Hunter, 2006). The instrument also reports on an individual's ability to fit and function within a global environment. The instrument has been tested in 40 countries on six continents through a series of research studies involving business professionals, government and military, and both students and educators. Research suggests that the GCAA is a reliable and valid instrument capable of measuring constructs related to global competence, including internal and external readiness.

The GCAA provides two overall scores for internal and external readiness and eight component scores to profile global competence. Internal readiness characteristics encompass the personal traits and attitudinal drivers of global competence. External readiness characteristics are one's acquired knowledge through education or life experience. The maximum score for internal and external readiness is 100 each, for a total score of up to 200 points. Individuals who earn high aptitude ratings for both internal (above 80%) and external readiness (above 70%) are considered globally competent (C. Hunter, personal communication, Fall 2013).

The instrument is comprised of four distinct sections, each with a different question style. Cross-referencing is utilized throughout the GCAA, whereby each of the eight identified dimensions of global competence is evaluated from a variety of angles, using different styles of questions and varying degrees of difficulty.
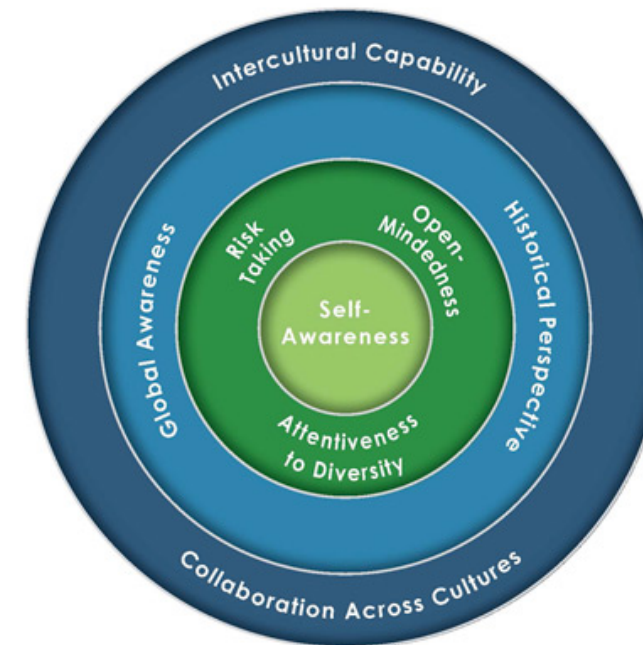

Figure 14: Global Competence Model

To gather baseline data, the GCAA has been administered to a group of A&M-Commerce students traveling abroad during the summer of 2013 (pre-post) and a control group of the same size and time period who did not travel abroad (pre-post). Additional baseline data was gathered from random incoming freshman students in the fall of 2013. The baseline global competence scores revealed areas for improvement, specifically related to the external readiness areas of global awareness (39.9%) and historical perspective (23.1%). The mean average internal readiness scores of 69.8% and external readiness scores of 48.2% indicate overall improvement is needed in an effort to better prepare students for an interconnected world.

Texas A&M University-Commerce QEP seeks to better prepare students for an interconnected world and will strive to improve both internal and external readiness scores to ranges indicative of developing and developed global competence (70 and 80% respectively). Additionally, specific goals have been established for improvement in the critical areas of global knowledge and awareness, where the greatest impact that educators may make is possible. Historical perspective scores in the 50% range, global awareness scores in the

60% range, and overall external readiness scores of 65% demonstrate stretch goals for critically underdeveloped scores revealed in the baseline GCAA results (C. Hunter, personal communication, Fall 2013).

Following acceptance by SACS of the QEP proposal, the GCAA will be incorporated as one of the class assignments in a Freshman Success Class for all incoming freshman students beginning in the fall of 2014. The assessment will serve as a baseline, offering specific areas for improvement along with suggestions on how to improve for each student; allowing a personalized snapshot of existing competence, with encouragement for continual improvement. Additionally, graduating students will complete the assessment as part of the graduation application process. Utilizing this data from a pre-post group perspective, A&M-Commerce will analyze freshman to graduation gains and will compare results year to year. These analyses will provide both summative and formative measures as evidence of the success of the programs in achieving the SLOs and will provide avenues for annual program improvement.

ePortfolio

The overarching mechanism to facilitate the Global Scholar and Global Fellow Program assessment process will be the use of electronic portfolios (ePortfolios). Use of the ePortfolios will allow for collection and review of student learning outcome achievement, as well as a means for broad, multidimensional and integrated program evaluation. The ePortfolios will be populated by the user and will contain materials and artifacts that demonstrate global competencies (e.g., reflections, written documents, audiovisual and linked artifacts). In an effort to streamline and simplify the process, the ManeSync ePortfolio system has been embedded within the single-sign-on MyLeo portal. All students, faculty, staff, and alumni have access to the MyLeo portal and the ManeSync ePortfolio tool.

Creation of student ePortfolios will begin during the first semester of the freshman year in a Freshman Success Class. Ongoing reminders and requirements will be injected into additional global courses throughout the students' complete educational experiences. Creation of faculty/staff ePortfolios will be accomplished as individuals express interest in the program. Ongoing reminders and requirements will be injected into departmental meetings and university community updates, particularly through utilizing the QEP department mentors.

Students and faculty/staff will be prompted to write a reflection for each global experience (e.g., global course, global event, global travel). The reflections will address the experience and how participation improved the student's global knowledge, ability to apply global knowledge, and engagement within an interconnected and diverse world. Quality assessments of the reflections will be completed by the QEP Committee during the review of Global Scholar and Global Fellow applications.

Assessment of both the student and faculty/staff ePortfolios will be completed by the QEP Committee and later by the inducted Global Fellows. A minimum of three evaluators will be required for each ePortfolio review. A rubric has been developed to maintain the consistency of the evaluations (see Appendices I and L). Training and support modules will be created through a joint effort between the Training and Development Office and the Faculty Center for Teaching with Technology to assist the reviewers and to maintain consistency of the reviews.

The ePortfolio serves as a key direct measure of both the SLOs and program success. This summative assessment will occur at the end of each semester and will assist in determining if the overall student learning outcomes have been achieved and if the objectives of the Global Scholar and Fellow programs have been accomplished. With this information in hand, the QEP Committee and leadership will be able to decide to make adjustments to the ePortfolio in an effort to improve students' learning.

Indirect Assessment

Indirect assessment will include global course evaluations, the National Survey of Student Engagement, graduation exit surveys, placement rates, and travel/study abroad. Each is discussed below.

Global Course Evaluations

A total of four questions have been added to the course evaluation system effective for the fall 2013 term. In addition to individual course reports, the system will allow comparisons of all courses and comparison between courses designated as "global" ("G" distinction). These reports will assist in indirectly assessing the ongoing progress of the QEP, the SLOs resulting from the single course, as well as future identification and maintenance of global courses. All questions have a response scale from *1 = Strongly Agree* to *5 = Strongly Disagree*.

1. This course better prepared me for an interconnected world.
2. This course improved my knowledge of the interconnectedness of global dynamics (issues, processes, trends, systems).
3. This course improved my ability/skill to apply knowledge of the interconnectedness of global dynamics (issues, processes, trends, systems).
4. This course encouraged me to view myself as an engaged citizen within an interconnected and diverse world.

An end-of-semester course evaluation report will be produced with results for each course, with an aggregated total of all global courses and a comparison report of non-global courses. The report will be utilized for ongoing review and assessment of the ability of each global course toward reaching the QEP objectives from the student perspective. The individual global course evaluations will be utilized for ongoing formative assessment to determine if changes should be made at the course level. The course evaluations will also be utilized for summative assessment on an annual basis to determine if the overall objective and SLOs have been achieved at the program level.

National Survey of Student Engagement

The National Survey of Student Engagement (NSSE) data will be utilized for indirect assessment of the success of the QEP programs at a summative level on an annual basis. Normative analyses will compare students' responses to those of students at high-performing colleges and universities. Criterion analyses will compare university performance against a predetermined value or level appropriate for students, given the university mission, size, and curriculum. Longitudinal analyses will compare students' scores over time.

Specific areas of opportunity for A&M-Commerce were identified from review of past data in relation to the enriching educational experience (EEE) sections from NSSE (see Appendix C). Data indicate that A&M-Commerce has historically maintained relatively stable scores for both

first-year and senior student responses. Incorporation of the QEP programs is expected to not only maintain those stable scores, but also offer an opportunity for significant improvement over time. Additionally, data indicate A&M-Commerce has lagged behind comparison groups and high-performing institutions in the same EEE categories (utilizing effect size).

In summary, the NSSE data can be utilized as an indirect assessment of the QEP objectives, particularly in relation to enriching students' educational experiences. Implementation of the QEP programs (Global Fellow and Global Scholar) is expected to significantly increase global awareness through global coursework, global event attendance, global travel, and interaction and engagement with diverse others. Following execution of the QEP programs, A&M-Commerce expects to maintain stable growth in the NSSE EEE scores and to improve over time toward becoming a high performing institution (Top 10%).

Graduation Exit Survey

An ongoing graduation exit survey has been underway at A&M-Commerce each semester since 2012 (Gibson, Reysen, & Hendricks, 2013). The survey has assisted in the development of the QEP and will continue to assist in identification of potential areas of improvement. Currently, the survey has 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.

This formative assessment is being utilized on an ongoing basis to identify and communicate areas of improvement across the campus. Adjustments can be made on a semester-by-semester basis upon receipt of the survey report. Many of the sections of the survey can be compiled into a summative assessment allowing for a review of programs to determine if specified outcomes have been achieved. In the case of the QEP, an additional section will be added to the graduation exit survey to assist in the collection of data in reference to the success of the Global Scholar and Fellow programs.

Placement Rates

As the A&M-Commerce university mission has driven the strategic plan and the strategic plan has influenced the QEP goals, it is important to note that specific measures will contribute to the summative assessment of the QEP. For example, Imperative III of the strategic plan for student success clearly states in Strategy 1.4 that effective and innovative strategies and a focus on student learning outcomes will result in an increase in placement rates. This strategic imperative in turn has driven Goal 1 of the QEP. Furthermore, this strategic imperative is perfectly aligned with the objectives of the QEP in relation to student preparation for an interconnected world, particularly in relation to improved global competence. The QEP expects that students' improved global competence will contribute to increased placement rates, thereby contributing to accomplishing the imperative. Based on gainful employment data (2009–2011) available from the Texas Higher Education Data site (www.txhighereddata.org), A&M-Commerce has averaged a 68% placement rate. The annual formative assessment, as well as the five-year summative assessment, will allow the QEP Committee to determine if the overall objective and student learning outcomes of the QEP have been achieved.

Travel and Study Abroad

Goal 2 of the QEP has also been influenced by the strategic plan and university mission and will contribute to the summative assessment of the QEP. For example, Imperative V of the strategic plan for globalization clearly states in Strategy 1.2 that two percent of the student body will have experienced a study abroad activity by 2015. This strategic imperative in turn has driven Goal 2 of the QEP. Furthermore, this strategic imperative is perfectly aligned with the objectives of the QEP in relation to student preparation for an interconnected world, particularly in relation to the travel scholarship provided as an incentive for Global Scholars. Additionally, the incentive of funding available to Global Fellows in an effort to cultivate travel and study abroad experiences is expected to assist in meeting this goal. The QEP expects to cultivate an environment that supports, encourages, and enables travel and study abroad opportunities through both the Global Scholar and Fellows programs.

At present, less than one percent of the undergraduate student population participate in study or travel abroad opportunities. Within the QEP targeted student population (first-year, full-time freshman), and based on prior enrollment and graduation data (2009-2011), A&M-Commerce expects about 20% of graduating undergraduate students will have experienced a travel/study abroad experience with the initiation of the Global Scholar program.

Annual QEP Review

The Texas A&M University-Commerce QEP was created to be a dynamic process in which the initiatives will continue to improve once implemented. To assess and report progress on the overall objectives, goals, and the three global learning SLOs, the QEP Director will be responsible for collection and analysis of relevant data and reports as well as compilation and presentation of an annual assessment report. The President's Advisory Council (PAC) will review the Annual QEP Assessment Report (see Appendix P) and make recommendations for adjustments and improvements.

The annual QEP review will be a process that provides an extensive evaluation of the programs at the end of each fiscal year. The review will be designed to address those issues central to program quality and effectiveness. One of the primary reasons for the review will be to provide information that can be used to answer the question, "What can we do to improve the programs?" In answering this question, the analysis will concentrate on both quantitative and qualitative aspects. Analysis of quantitative aspects will provide a context within which more qualitative judgments about appropriateness, effectiveness, and adequacy can be made.

Another primary reason to review the programs annually will center on providing decision-makers with sufficient background information to make decisions relative to identified concerns and the plan's future. The review will attempt to answer yet another question, "Is continuation or expansion of the program justified?" All parameters will be examined in sufficient depth to discover contributing factors and analyze their impact on the programs. The review will look for causes and explanations and propose solutions, thus providing decision-makers with alternatives and a basis for choosing among them. Possible outcomes will include recommendations to continue as is, continue with modifications, expand portions or discontinue portions of the programs according to the students' needs.

The program review will consider the relation of the QEP to the institutional purpose and mission, responses to past recommendations, program needs, student needs, effectiveness of curriculum and instruction, level of satisfaction, adequacy of resources, and fiscal considerations. Additionally, the annual report will include a full review of all resources allocated to the QEP. In relation to the mission-driven strategic imperative IV, stewardship, A&M-Commerce is committed to responsible innovation and initiatives. The stewardship imperative has driven Goal 3 of the QEP: to ensure the quality and sustainability of the new and innovative initiatives by effective and responsible leveraging of the human, physical, and financial resources allocated and reallocated to the QEP. With this in mind, the annual report will assist in meeting Goal 3 by presenting a complete overview of all resources expended.

As the QEP is being phased in, the assessment report will present data gathered throughout the initial execution year and will report on adjustments and improvements to the assessments protocol. When the QEP is fully implemented, the annual assessment report will document full results for each of the QEP's three SLOs, the use of those results, and improvements to be implemented during the following academic year. Assessment of the SLOs within the A&M-Commerce QEP will be accomplished both directly and indirectly as discussed above.

Texas A&M University-Commerce QEP Overview

University Strategic Plan	Integration Strategies	Strategic Imperatives Assessment
	Global Scholar and Fellow Programs	
Imperative III: Student Success **Strategy 1.4:** Effective and innovative strategies and a focus on student learning outcomes will result in an increase in placement rates.	**QEP Goal 1** Develop students' global competence, which will contribute to increased placement rates.	**Imperative III: Student Success** **Strategy 1.4** Global Competence Aptitude Assessment Placement Rates
Imperative V: Globalization **Strategy 1.1:** Learning outcomes described in the QEP will guide the university's continuous improvement efforts. **Strategy 1.2:** Two percent of the student body will have experienced a study abroad activity by 2015.	**QEP Goal 2** Increase students' global learning and participation in travel/study abroad by cultivating an environment that supports, encourages, and enables the QEP programs (Global Scholars and Global Fellows).	**Imperative V: Globalization** **Strategy 1.1 and 1.2** Global Competence Aptitude Assessment Participation Rates for Global Scholar and Global Fellow Programs Participation Rates in Travel/Study Abroad Programs
Imperative IV: Stewardship **Strategy 1.2:** Identify a minimum of one percent of the annual budget for reallocation to fund innovation and new initiatives.	**QEP Goal 3** Ensure the quality and sustainability of the new and innovative initiatives by effective and responsible leveraging of the human, physical, and financial resources allocated and reallocated to the QEP.	**Imperative IV: Stewardship** **Strategy 1.2** **Annual QEP Review:** Assessment of human, physical, and financial resources

Figure 15: QEP Overview

SECTION 7: RESOURCES

A&M-Commerce has committed the financial, human, and physical resources necessary to effectively develop, implement, and sustain the QEP. A budget was reviewed and approved by the QEP Committee, QEP Leadership Team, and President's Advisory Committee during May 2013. The total budget for the planning year and QEP execution years (2014-2019) is $1,858,051 (see Appendix Q). The General QEP budget consists of 41% of the total while the Global Scholar Program consists of 39%; the Global Fellow Program, 18%, and Marketing and Communication, 3%. Each is fully discussed below.

Financial Resources

Once the components of the QEP were fully developed, the QEP Committee consulted with the Leadership Team and determined the final budget based upon the resources needed to successfully implement the QEP. Texas A&M University-Commerce has appropriated and committed sufficient recurring funding to support the QEP as a separate component of Education and General Funds. The budget includes a full year of planning and five years for implementation. The budget is divided into Marketing and Communications, General QEP (e.g., human, physical, digital), the Global Scholar Program, and the Global Fellow Program, each discussed in detail below. There are numerous faculty and staff members across the campus that will be devoting efforts to the QEP, an indirect cost that has not been included as part of the itemized budget.

Marketing and Communication

Communications, public relations, and marketing are all necessary to ensure awareness and understanding of the QEP and to encourage participation over the long term. About three percent of the total QEP funds have been allocated for marketing materials, labor, and advertising. This integrated marketing communications plan will seamlessly incorporate the message the QEP Committee intends to deliver as part of the overall campus awareness campaign. The campaign has been developed to educate students, faculty, staff, and the community of the QEP both prior to and after the SACSCOC on-site visit during the spring of 2014.

The marketing campaign has been divided into three components: 1) awareness – creation of excitement that something new and interesting is happening at the university, 2) informative – creation of knowledge and understanding of the QEP plan and its purpose, 3) maintenance – ongoing encouragement and support of the QEP.

The QEP marketing and communication budget has been designed to develop and deliver a variety of materials with a standardized logo and message to build brand awareness. This will require major expenditures in the first-year of the budget. Promotion activities and materials will be used to create campus-wide general awareness of the QEP to target specific stakeholder groups including students, faculty, and staff.

General awareness will be driven and enhanced through the use of the pole banner flags, building banners, ground stickers, and sandwich boards. These will be used at various times and at a variety of locations across the main campus as well as other A&M-Commerce campuses. Further, a sticker will be developed and placed on the back of all new Mane ID cards carried by students, faculty, and staff to reinforce the QEP concept and presence. Specific activities targeted to the stakeholders are noted in the budget spreadsheet under the justification/rationalization column using the following codes: G – general campus wide activity, Stu – student activity, F – Faculty, Sta – Staff.

In addition to the materials and activities previously discussed, advertising expenditures are required to reinforce the QEP message and theme. These expenditures are a critical part of the coordinated package to build the QEP brand on campus. Additional labor is required to effectively develop and implement this QEP marketing plan. To assist with the development of the logo and other marketing material, a graphic designer/marketing student will be hired as part of the team. One graduate assistant is also needed to assist the marketing team to deliver a significant number of presentations to all of the campus stakeholders including one-on-one meetings with faculty and staff and presentations to students in both the classroom and during campus student organizational meetings.

Clearly the expenses involved will be greatest during the planning year and first year of the five-year plan. Funding these budget items is critical to the development of solid content and marketing materials. This will provide consistency in the message as it is shared across campus and at A&M-Commerce off-site locations.

Recurring communication of the QEP to all stakeholders is an important component. A communication strategy has been developed in an effort to ensure knowledge of the QEP, promote the opportunities that it offers, and attract students, faculty, and staff to participate. A robust implementation and communication plan has been developed through social media, listserv announcements, and on-campus campaigns. The marketing and communication efforts will fully explain the QEP, how to participate, and expected outcomes.

General QEP

The General QEP portion of the budget contains funding for human resources, physical resources, and digital resources, which in total account for about 40 percent of the total QEP budget. The QEP Director is charged with facilitating the development, design, and implementation of the QEP. A full-time staff member will be hired to fulfill this position during the planning year (2013-2014), and the position has been fully funded through the QEP budget for the remaining five-year implementation period (2014-2019). During the planning year and year one, the QEP Director will also have one graduate assistant to assist with marketing, communications, and public relations, and another graduate assistant to assist with research and assessment. Both are 100 percent funded through the QEP budget. After the first full year of implementation, one graduate assistant will be retained for the remaining four years and will generally assist with all functions of ongoing implementation and assessment.

General QEP funding has been allocated for computers, phones, office supplies, and other daily operating needs. Physical space has been allocated in the One Stop Shop for the QEP Director and graduate assistants beginning in the planning year. Staff travel has been budgeted to allow for continued training, development, and presentations related to the QEP during the final two years. Budget allocations have also been designated for annual reporting (e.g., printing, progress reports). Additionally, the QEP will host a kickoff banquet in recognition of all who have contributed to the creation and development of the programs during the planning year. Finally, an annual banquet has been budgeted in an effort to recognize students who have earned the Global Scholar status, and faculty and staff who have earned the Global Fellow status.

Total costs associated with implementing a single-sign-on system that enables the use of the ePortfolio system with OrgSync (ManeSync) has been budgeted with an initial outlay of funding in the planning year, and subsequent maintenance fees throughout the five implementation years. All digital space and information technology assistance has been provided, and will continue to be provided with no charge-back from the IT department.

Feature stories that chronicle the progress of the QEP, faculty and staff global activities, student global activities, global events and travel, and any other globally relevant materials will be available at the university website in at least two sections (the general QEP site and Pride Online). Additionally, an active presence will be created on Facebook, Twitter, and OrgSync. Again, no charge-back will be incurred for these technological services.

QEP Marketing Budget
Preparing Students for an Interconnected World

Budget Items	Description	Justification/Rationalization	Count	Cost (each)	Planning Year Summer/Fall 13 Spring/Summer 14	Year 1 Fall 14/Spring 15	Total
Materials							
	Pole banner flags (10)	G — general campus wide activity	20	$ 125.00	$ 2,500.00	REUSE	$ 2,500.00
	Building Banners Each banner: 4'x8'	G — general campus wide activity	4	$ 200.00	$ 800.00	REUSE	$ 800.00
	Ground Stickers	G — general campus wide activity	20	$ 50.00	$ 1,000.00	$ 500.00	$ 1,500.00
	Sandwich Boards $60 for 5/wk x 16 weeks = $960	G — general campus wide activity	6 sets/yr	$40/ea	$ 1,000.00	$ 500.00	$ 1,500.00
	Faculty & Staff Name Badges (labels and printing)	F — Faculty & Sta — Staff, for retention and awareness		$ 50.00	$ 50.00	REUSE	$ 50.00
	All ID Cards	G — general campus wide activity	comp		$ -	$ -	$ -
	Campus Postcard campaign for Faculty & Staff $750, fr-color, bk-b/w, 1,400 twice a semester, 1 time summer	F — Faculty & Sta — Staff, for retention and awareness		$ 750.00	$ 750.00	$ 750.00	$ 1,500.00
	Reminder Business Cards for simulations $750 ds, 2-c front, 1-c bk, 3000 qty	G — general campus wide activity	3000	$ 0.25	$ 750.00	$ -	$ 750.00
	"We missed you!" $75 — 100 qty	G — general campus wide activity	100	$ 0.75	$ 75.00	$ -	$ 75.00
	Electronic Billboard FREE, labor intensive	G — general campus wide activity	comp		$ -	$ -	$ -
	T-Shirts	Stu — student activity					$ -
	Narrative photo		150	$1,500			$ -
	Give aways		6000	$3,500	$ 2,000.00	$1,000	$ 3,000.00
							$ -
	Atrium Drapes	Stu — student activity			$ 500.00	$ 500.00	$ 1,000.00
	Ribbons for name tags	F — Faculty & Sta — Staff, for retention and awareness	300	$ 750.00	$ 250	$ 200.00	$ 450.00
	Printing fees for RSC Tabletops, bases, club and cafeteria.	Stu — student activity		$ 500.00	$ 500.00	$ 500.00	$ 1,000.00
	Student centered video?	Stu — student activity	comp		$ -	$ -	$ -
TOTAL MATERIALS					$ 10,175.00	$ 3,950.00	$ 14,125.00
Labor							
	Graduate Assistants	Help generate energy and motivation for spreading the knowledge and word about our Global Initiative. They will do this by visiting each office sharing collateral, tabling in between classes down walking mall and in the RSC, making in-class presentations about the experiences and importance about the Global Initiative, rotate all advertising, postings, and table tops during marketing campaigns, and help create the timing of the marketing campaigns with the help of their supervisors.	1	$ 10,000.00	$ 10,000.00	$ 10,000.00	$ 20,000.00
	Student Graphic Designer/Marketing	Blogs, social and online media support by student graphic designer/marketing	1	$ 7,000.00	$ 7,000.00	N/A	$ 7,000.00
TOTAL LABOR					$ 17,000.00	$ 10,000.00	$ 27,000.00
Advertising							
	East Texan newspaper ads Full & Half page ads each issue	Stu — student activity	2	$ 2,500.00	$ 5,000.00	$2,500	$7,500.00
	Website for QEP	G — general campus wide activity	comp		$ -	$ -	$ -
	E-College	Stu — student activity	comp		$ -	$ -	$ -
TOTAL ADVERTISING					$ 5,000.00	$ 2,500.00	$ 7,500.00
TOTAL					$ 32,175.00	$ 16,450.00	$ 48,625.00

Figure 16: QEP Marketing Budget

GENERAL QEP BUDGET

Budget Items	Description	Justification/Rationalization	Planning Year Summer/Fall 13/Spring 14	Year 1 Fall 14/Spring 15	Year 2 Fall 15/Spring 16	Year 3 Fall 16/Spring 17	Year 4 Fall 17/Spring 18	Year 5 Fall 18/Spring 19	GRAND TOTALS	PERCENT OF TOTAL
General QEP										
Human Resources	Director	based on current position (Salary + benefits at 35%) and 3% min merit increase yearly	$ 81,000.00	$ 85,284.00	$ 87,842.52	$ 90,478.32	$ 93,192.78	$ 95,987.28	$ 533,784.90	
	Staff (Graduate Research Assistants with tuition remission) 2 funded through 15/16; 1 in 16/17-18/19	based on 2013-14 estimates 13332 salary for year round (4000 Fall, 4000 Spring, 2666 Summer1, 2666 Summer 2) for each GRA. Plus tuition remission (1210 Fall, 1210 Spring, 1210 Summer) for each GRA. Plus benefits at 10% (200) for each GRA. *Natalia through Fall 13, MKTG GA start in Summer 13	$ 35,124.00	$ 35,124.00	$ 17,562.00	$ 17,562.00	$ 17,562.00	$ 17,562.00	$ 140,496.00	
			$ 116,124.00	$ 120,408.00	$ 105,404.52	$ 108,040.32	$ 110,754.78	$ 113,549.28	$ 674,280.90	
Physical Resources	Office Space	currently in One Stop Shop								
	Furnishings	provided	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
	Computers/Printers	Current on-hand inventory: printer valued at about $100, 1 desktop valued at $965, 1 laptop valued at $975, 1 Mac laptop valued at $1789 (current total on-hand inventory $3829) Need 1 more desktop (apx $965 and network printer (apx $635 or multi-function device (apx $1775)...Need to add in $1600-2740. Year 1 to 5 plan includes maintenance and repair cost of apx $200 per unit per year	$ 6,569.00	$ 1,000.00	$ 1,000.00	$ 1,000.00	$ 1,000.00	$ 1,000.00	$ 11,569.00	
	Phones	1 office phone	$ 264.00	$ 264.00	$ 264.00	$ 264.00	$ 264.00	$ 264.00	$ 1,584.00	
	Xerox	shared services (10% of annual contract of $2500)	$ 250.00	$ 250.00	$ 250.00	$ 250.00	$ 250.00	$ 250.00	$ 1,500.00	
	Office Supplies	rough estimate: ink cartridges, paper, etc.	$ 2,000.00	$ 2,000.00	$ 2,000.00	$ 2,000.00	$ 2,000.00	$ 2,000.00	$ 12,000.00	
			$ 9,083.00	$ 3,514.00	$ 3,514.00	$ 3,514.00	$ 3,514.00	$ 3,514.00	$ 26,653.00	
Staff Travel	Memberships	none identified							$ -	
	Conferences	SACS COC (apx $2000 per person)	$ -	$ -	$ -	$ -	$ 2,000.00	$ 2,000.00	$ 4,000.00	
			$ -	$ -	$ -	$ -	$ 2,000.00	$ 2,000.00	$ 4,000.00	
QEP Report/updates	publication/printing	10 @ $50 each in planning year	$ 500.00						$ 500.00	
	updates/progress reports	10 @ $25 each	$ -	$ 250.00	$ 250.00	$ 250.00	$ 250.00	$ 250.00	$ 1,250.00	
			$ 500.00	$ 250.00	$ 250.00	$ 250.00	$ 250.00	$ 250.00	$ 1,750.00	
QEP Banquet for Committee	estimation based on 100 people at SRSC	Recognition of contributions	$ 3,000.00	$ -	$ -	$ -	$ -	$ -	$ 3,000.00	
Annual Banquet for Students and Faculty/Staff	estimation based on 100 people at SRSC	Recognition of Global Scholars (yrs 3-5); and Global Fellows (yrs 1-5)	$ -	$ 1,500.00	$ 1,500.00	$ 3,000.00	$ 3,000.00	$ 3,000.00	$ 12,000.00	
			$ 3,000.00	$ 1,500.00	$ 1,500.00	$ 3,000.00	$ 3,000.00	$ 3,000.00	$ 15,000.00	
Technology Components	OrgSync costs associated with SSO and E-portfolio (QEP umbrella $1000 per year, API $2000 per year, and one time authentication $2000) IT service - no charge back	SSO and Electronic Portfolio use	$ 7,000.00	$ 3,000.00	$ 3,000.00	$ 3,000.00	$ 3,000.00	$ 3,000.00	$ 22,000.00	
			$ 7,000.00	$ 3,000.00	$ 3,000.00	$ 3,000.00	$ 3,000.00	$ 3,000.00	$ 22,000.00	
GENERAL QEP TOTAL			**$ 135,707.00**	**$ 128,672.00**	**$ 113,668.52**	**$ 117,804.32**	**$ 122,518.78**	**$ 125,313.28**	**$ 743,683.90**	**41%**

Figure 17: General QEP Budget

Global Scholar

A&M-Commerce has devoted a significant portion of the QEP budget toward accomplishing the student learning outcomes through the implementation of the Global Scholar Program. About 30 percent of the total funding has been allocated toward assessment of students' global competence (baselines, pre-post travel, entry-level freshmen, and exiting seniors), and recognition and rewards for students accomplishing the criteria established for earning the Global Scholar status. Additional funding has been allocated toward rewards for earning status as a Global Scholar (e.g., certificates, graduation sashes, research funding, travel scholarships).

QEP BUDGET–GLOBAL SCHOLAR

Budget Items	Description	Justification/Rationalization	Planning Year Summer/Fall 13/Spring 14	Year 1 Fall 14/Spring 15	Year 2 Fall 15/Spring 16	Year 3 Fall 16/Spring 17	Year 4 Fall 17/Spring 18	Year 5 Fall 18/Spring 19	GRAND TOTALS	PERCENT OF TOTAL
Global Scholars										
Training	E-portfolio tutorial development	Training for students and faculty/staff	No Charge-back	$ -	$ -	$ -	$ -	$ -	$ -	
Student Orientation	QEP Global Scholar Introduction	Introduction for students	No Charge-back	$ -	$ -	$ -	$ -	$ -	$ -	
				$ -	$ -	$ -	$ -	$ -	$ -	
Assessments	GCAA Instrument	Testing of instrument (Summer Regents Scholars Travel Abroad = 18 TRAVEL 18 CONTROL PRE-POST) 72 ASSESSMENTS TO GATHER BASELINE DATA	$ 1,116.00						$ 1,116.00	
		Testing of instrument (All study abroad for summer 2013 PRE-POST) TO GATHER BASELINE DATA - APX 60, 120 ASSESSMENTS. Control group of same size and timing period.	$ 3,720.00						$ 3,720.00	
		Testing of instrument (Fall and Spring Freshman Success Classes = 188	$ 2,914.00						$ 2,914.00	
		*REGENTS (72) *STUDY ABROAD (240) *FS (188 = 94 Fall/94 Spring) *500 total assessments at $15.50 each	$ 7,750.00						$ 7,750.00	
		Incoming students in the Freshman Success Class (est based on current pattern of enrollment). SINGLE ASSESSMENT ONLY. EST BASED ON 900 INCOMMING STUDENTS YEARLY AT $9.99 EACH	$ -	$ 8,991.00	$ 8,991.00	$ 8,991.00	$ 8,991.00	$ 8,991.00	$ 44,955.00	
		ALL WHO TRAVEL (PRE AND POST) APX 100 PER YEAR AT 9.99 EACH	$ -	$ 999.00	$ 999.00	$ 999.00	$ 999.00	$ 999.00	$ 4,995.00	
		Outgoing students at graduation application (est based on current pattern of graduation = 1500+). Will begin assessments when first freshman group begins to graduate.	$ -	$ -	$ -	$ 14,985.00	$ 14,985.00	$ 14,985.00	$ 44,955.00	
			$ 7,750.00	$ 9,990.00	$ 9,990.00	$ 24,975.00	$ 24,975.00	$ 24,975.00	$ 110,405.00	
Rewards for earning status	Certificates	certificate at Pride Shop about .39 each Cost based on 100.	$ -	$ -	$ -	$ 39.00	$ 39.00	$ 39.00	$ 117.00	
	Sash for graduation	sash $10 (cost based on est of 100 year year)	$ -	$ -	$ -	$ 1,000.00	$ 1,000.00	$ 1,000.00	$ 3,000.00	
	Global Research Travel	Students who accompany faculty	$ -	$ 1,500.00	$ 1,500.00	$ 1,500.00	$ 1,500.00	$ 1,500.00	$ 7,500.00	
	Global Travel Scholarship	$5000 per student (40 per year)	$ -	$ -	$ -	$ 200,000.00	$ 200,000.00	$ 200,000.00	$ 600,000.00	
			$ -	$ 1,500.00	$ 1,500.00	$ 202,539.00	$ 202,539.00	$ 202,539.00	$ 610,617.00	
GLOBAL SCHOLARS TOTAL			**$ 7,750.00**	**$ 11,490.00**	**$ 11,490.00**	**$ 227,514.00**	**$ 227,514.00**	**$ 227,514.00**	**$ 721,022.00**	**39%**

Figure 18: Global Scholar Budget

Global Fellow

Recognizing the importance of creating and maintaining a supportive and encouraging environment for students' increased global competence, the QEP budget has devoted a portion of the funding toward implementation of the Global Fellow Program. About 17 percent of the total funding has been allocated toward faculty development, and recognition and rewards for accomplishing the criteria established for earning the Global Fellow status. For example, a pool of internal support funding has been set aside to encourage global course development, global travel, global research, and global event development. The main contingency for application of all internal support funding centers on direct involvement of students in the activity (e.g., courses, travel, research, events).

QEP BUDGET–GLOBAL FELLOW

Budget Items	Description	Justification/Rationalization	Planning Year Summer/Fall 13/Spring 14
Global Fellows			
Faculty Development	E-portfolio tutorial development	Training for faculty/staff	No Charge-back
	Workshops, Training and Development	ongoing development	No Charge-back
			$ -
Rewards for earning status	Certificates	certificate at Pride Shop about .39 each. Cost based on 100.	$ -
	Medallions	cost based on est of 100 year year (ribbons about $1.05, medallions about $4 each)	$ -
			$ -
Internal Funding Support	Global Course Development	2 per college (4) and (1) non-academic units per year at max of $2000 ($500 background research, $500 development, $500 assessments, $500 execution)	$ -
	Global Travel	2 per college (4) and (1) non-academic units per year at max of $2000	$ -
	Global Research	2 per college (4) and (1) non-academic units per year at max of $2000 - reimbursement of travel expenses	$ -
	Global Event Development	2 per college (4) and (1) non-academic units per year at max of $2000	$ -
			$ -
GLOBAL FELLOWS TOTAL			$ -

QEP BUDGET–GLOBAL FELLOW

Year 1 Fall 14/Spring 15	Year 2 Fall 15/Spring 16	Year 3 Fall 16/Spring 17	Year 4 Fall 17/Spring 18	Year 5 Fall 18/Spring 19	GRAND TOTALS	PERCENT OF TOTAL
$ -	$ -	$ -	$ -	$ -	$ -	
$ -	$ -	$ -	$ -	$ -	$ -	
$ -	$ -	$ -	$ -	$ -	$ -	
$ 39.00	$ 39.00	$ 39.00	$ 39.00	$ 39.00	$ 195.00	
$ 505.00	$ 505.00	$ 505.00	$ 505.00	$ 505.00	$ 2,525.00	
$ 544.00	$ 544.00	$ 544.00	$ 544.00	$ 544.00	$ 2,720.00	
$20,000	$20,000	$20,000	$20,000	$20,000	$ 100,000.00	
$20,000	$20,000	$20,000	$20,000	$20,000	$ 100,000.00	
$10,000	$20,000	$20,000	$20,000	$20,000	$ 90,000.00	
$10,000	$5,000	$5,000	$5,000	$5,000	$ 30,000.00	
$60,000	$65,000	$65,000	$65,000	$65,000	$320,000	
$ 60,544.00	$ 65,544.00	$ 65,544.00	$ 65,544.00	$ 65,544.00	$ 322,720.00	18%

Figure 19: Global Fellow Budget

In-Kind Support

In addition to the funding specifically described in the budget, a myriad of items, activities, and human involvement have not been added to the QEP budget since most are folded into and will remain in existing university structures. Due to its importance and relevance in today's world, it is believed that the QEP programs will become a permanent part of the university's operations.

Over 100 individuals have contributed in-kind support to the Texas A&M University-Commerce QEP proposal in many forms of volunteer service. Because service to the university community is common at A&M-Commerce, numerous colleges, departments, faculty, staff, and students have volunteered to research, create, develop, design, and later implement the QEP. Insofar as their work with the QEP coincides with or is a change in focus within their current job descriptions, these individuals have not been directly compensated.

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SECTION 9: APPENDICES

Appendix A: QEP Contributors List

Adeyinka Akeju: Graduate Research Assistant
Dr. Carla Asbill: Clinical Instructor, Social Work
Natalia Assis: Graduate Research Assistant
Dr. Jeff Baker: Assistant Professor, Music
Dr. Julia Ballenger: Associate Professor, Educational Leadership
Susan Bishop: Lecturer, Curriculum and Instruction
Russell Blanchett: Director, Metroplex Commuter Facility
Dr. Betty Block: Department Head, Health & Human Performance
Tina Boitnott: Director, Career Development
Rebecca Bolin: Director, English Language Institute
Kari Bryan: Application Development, Information Technology
Chelsea Bryant: Student Government Association
Dr. Megan Burke: Assistant Professor, Accounting
Patcha Charoensukmongkol: Graduate Research Assistant
Dr. Kenneth Clinton: Director, Office of Global Programs, International Studies/Study Abroad
Dr. Hasan Coskun: Associate Professor, Mathematics
Dr. David Crenshaw: Professor, Animal Science
Sharon Crump: Administrative Assistant to Assoc Provost, Provost & VP for Academic Affairs
Brandon Crutchfield: Community College Outreach Coordinator, Collin Higher Ed Center
Caleb Culver: Student Government Association
Dr. Ricky Dobbs: Dean, University College
Dr. Donna Dunbar-Odom: Director of Liberal Studies/Professor of English
Dr. Willie Edwards: Associate Professor, Sociology and Criminal Justice
Dr. Christine Evans: Professor, Arts and Sciences
Jeff Faunce: Infrastructure Services Director, Information Technology
Dr. Jennifer Flanagan: Assistant Professor, Business Administration and MIS
Dr. Haydn "Chip" Fox: Associate Dean College of Science, Engineering & Agriculture
Dr. Shonda Gibson: Executive Director of Global Learning
Rex Giddens: Comptroller and Director, Financial Services
Denise Golden: Associate Director, Residential Living and Learning
Wayne Grabow: Coordinator, Rockwall
Samantha Grace: Recruitment Manager for Theatre, Mass Media, Communication & Theatre
Dr. Chris Green: Associate Professor/Bilingual/ESL Director, Curriculum & Instruction
Dr. Raymond Green: Dean, Honors College
Jeanetta Groce: Director, Navarro Campus
Rebecca Hanstad: SACS Administrative Assistant, Institutional Effectiveness and Planning
Joshua Hardman: Assistant Director for Student Government and Organizations
Dr. Derald Harp: Faculty Senate President/SACS Compliance Chair/Assoc Prof Horticulture
Dr. Derek Harter: Assistant Professor, Computer Science & Information Systems
Dr. Jim Heitholt: Head & Professor, Agricultural Sciences
Dr. LaVelle Hendricks: Associate Professor, Psychology, Counseling and Special Education
Dr. Mary Hendrix: Vice President, Student Access and Success
Diana Hines: Director of the Writing Center
Dr. Maria Hinojosa: Assistant Professor, Educational Leadership
Dr. Celine Hoe: Assistant Professor, Economics & Finance
Will Horton: Student Government Association
Dr. John Humphreys: Professor of Management, Marketing & Management
Dr. Ben Jang: Head & Professor, Chemistry
Dr. Sharon Johnson: Associate Vice President for Student Access and Success
Gail Johnston: Associate Director, Library
Dr. Lon Johnston: Associate Professor, Social Work

John Mark Jones: Director, International Student Services
Monterrio Jones: Student Government Association
Dr. Rebecca Judd: Assistant Professor, Social Work
Dr. Madeline Justice: Professor, Educational Leadership
SuzAnne Kiefer: Retired, Director of Metroplex Center
Dr. Izhar Khan: Assistant Professor, Biological and Environmental Sciences
Dr. Kriss Kemp-Graham: Assistant Professor, Educational Leadership
Ashley Kimble: Graduate Research Assistant
Pratyush Kotturu: Doctoral Candidate, Psychology, Counseling and Special Education
Dr. Maria Lamarque: Associate Professor and Director of Spanish Graduate Studies
Dr. Scott Lancaster: Research & Instruction, Library
Dustin Lawson: Student Government Association
Dr. Inma Lyons: Associate Professor, Spanish
Patricia Madigan: PMO, Information Technology
Lisa Martinez: Director, Marketing Communications
Dr. Bill Masten: Associate Professor, Psychology, Counseling and Special Education
Dr. Randy McBroom: Professor, Sociology
Missy McClure: Community Volunteer
Dr. Carole A. McKenzie: Associate Professor of Nursing
Brittni Mead: Undergraduate student representative, National Society of Leadership and Success
Dr. Mark Moreno: Assistant Professor, History
Wendy Morgan: Director, Sam Rayburn Student Center
Dr. Emily Newman: Assistant Professor, Art History
Dr. Will Newton: Assistant Professor, Physics and Astronomy
Jodi Oelrich: Coordinator, Academic Success Center
Dr. Marila Palmer: Associate Provost, Institutional Effectiveness
Nick Patras: Counseling Center
Dr. Mildred Golden Pryor: Professor, Management
Dr. David Rankin: Social Sciences Reference/Government Documents Librarian
Veronica Reed: Director, TRIO Programs
Dr. Stephen Reysen: Assistant Professor, Psychology, Counseling and Special Education
Cynthia Rhodes: Executive Assistant to the Provost and VP for Academic Affairs
Dr. Robert Rodriguez: Assistant Professor, Political Science
Judy Sackfield: Associate AD for Academics/SWA, Athletics
Shella Schneider: Mentor/Advisor, College of Education and Human Services
Andrea Slobodnikova: Graduate Research Assistant
Dr. John Smith: Associate Professor, History
Dr. Petra Strassberg: Course Developer/Accessibility Lead, Faculty Center for Teaching With Technology
Annette Taggart: Instructor, Accounting
Tammi Thompson: Executive Director, Training & Development
Dr. Tara Tietjen-Smith: Associate Professor/Grad Coordinator, Health and Human Performance
Dr. Leslie Toombs: Professor of Marketing , Marketing & Management
Dr. Nilo Tsung: Assistant Professor, Engineering and Technology
Rebecca Tuerk: Director of Student Disability Resources and Services
Dr. William Wadley: Professor, Art History
Dr. Carole Walker: Professor, Curriculum and Instruction
Dr. Rusty Waller: Associate Professor, Educational Leadership
Dr. Scott Waltemyer: Assistant Professor, Sport and Recreation Management
Dr. Chris White: Professor, Music
Lee Whitmarsh: Assistant Professor, Director of Visual Communication
Dr. Leah Wickersham: Associate Professor, Agricultural Sciences
J. T. Wilkerson: SACS Administrative Assistant, Institutional Effectiveness and Planning
Tim Willett: Executive Director, Campus Life and Student Development

Appendix B: Global Competence Aptitude Assessment 2013 Results Report

Global Competence Aptitude Assessment–Student®
Overall Group Scores
Texas A&M University-Commerce, 2013

Internal Readiness

Group	Sample Size	Score Mean	Score Std. Dev.
Control Group (Speech Class) Pre-Test SU '13	35	74.8	8.5
Control Group (Speech Class) Post-Test SU '13	11	71.4	9.1
Study Abroad Pre-Test SU '13	28	76.7	8.7
Study Abroad Post-Test SU '13	26	79.7 *	7.4
Freshman Class Pre-Test FA '13	420	68.3 ***	8.5
Overall	**520**	**69.8**	**9.1**

Self-Awareness

Group	Sample Size	Score Mean	Score Std. Dev.
Control Group (Speech Class) Pre-Test SU '13	35	77.0	9.5
Control Group (Speech Class) Post-Test SU '13	11	71.6	11.9
Study Abroad Pre-Test SU '13	28	81.4 *	7.9
Study Abroad Post-Test SU '13	26	82.9 *	9.2
Freshman Class Pre-Test FA '13	420	71.9 **	10.2
Overall	**520**	**73.3**	**10.6**

Risk Taking

Group	Sample Size	Score Mean	Score Std. Dev.
Control Group (Speech Class) Pre-Test SU '13	35	73.1	9.0
Control Group (Speech Class) Post-Test SU '13	11	68.0 †	10.4
Study Abroad Pre-Test SU '13	28	75.9	9.3
Study Abroad Post-Test SU '13	26	77.5 *	8.3
Freshman Class Pre-Test FA '13	420	67.4 ***	9.5
Overall	**520**	**68.8**	**9.9**

Open-Mindedness

Group	Sample Size	Score Mean	Score Std. Dev.
Control Group (Speech Class) Pre-Test SU '13	35	77.0	10.6
Control Group (Speech Class) Post-Test SU '13	11	74.2	10.1
Study Abroad Pre-Test SU '13	28	77.7	11.6
Study Abroad Post-Test SU '13	26	80.2	10.2
Freshman Class Pre-Test FA '13	420	67.7 ***	13.4
Overall	520	69.6	13.6

Attentiveness to Diversity

Group	Sample Size	Score Mean	Score Std. Dev.
Control Group (Speech Class) Pre-Test SU '13	35	72.8	11.6
Control Group (Speech Class) Post-Test SU '13	11	71.5	11.3
Study Abroad Pre-Test SU '13	28	72.9	11.1
Study Abroad Post-Test SU '13	26	78.8 *	9.2
Freshman Class Pre-Test FA '13	420	66.8 **	10.9
Overall	**520**	**68.2**	**11.4**

n≥10 for t-Test Analysis (one-tail t-Test): † = p<0.10; * = p<0.05; ** = p<0.01; *** = p<0.001

Global Competence Aptitude Assessment–Student®
Overall Group Scores
Texas A&M University-Commerce, 2013

External Readiness

Group	Sample Size	Score Mean	Score Std. Dev.
Control Group (Speech Class) Pre-Test SU '13	35	49.1	12.4
Control Group (Speech Class) Post-Test SU '13	11	59.3 *	13.9
Study Abroad Pre-Test SU '13	28	60.7 ***	8.9
Study Abroad Post-Test SU '13	26	65.6 ***	8.7
Freshman Class Pre-Test FA '13	420	46.0 †	10.7
Overall	**520**	**48.2**	**12.1**

Global Awareness

Group	Sample Size	Score Mean	Score Std. Dev.
Control Group (Speech Class) Pre-Test SU '13	35	40.6	16.1
Control Group (Speech Class) Post-Test SU '13	11	48.2	20.9
Study Abroad Pre-Test SU '13	28	59.0 ***	18.6
Study Abroad Post-Test SU '13	26	63.9 ***	16.1
Freshman Class Pre-Test FA '13	420	36.8 †	16.0
Overall	**520**	**39.9**	**18.0**

Historical Perspective

Group	Sample Size	Score Mean	Score Std. Dev.
Control Group (Speech Class) Pre-Test SU '13	35	26.5	18.8
Control Group (Speech Class) Post-Test SU '13	11	56.4 ***	20.6
Study Abroad Pre-Test SU '13	28	31.3	22.9
Study Abroad Post-Test SU '13	26	52.7 ***	20.9
Freshman Class Pre-Test FA '13	420	19.6 *	16.8
Overall	**520**	**23.1**	**19.8**

Intercultural Capability

Group	Sample Size	Score Mean	Score Std. Dev.
Control Group (Speech Class) Pre-Test SU '13	35	66.6	18.1
Control Group (Speech Class) Post-Test SU '13	11	68.0	13.1
Study Abroad Pre-Test SU '13	28	77.8 **	10.4
Study Abroad Post-Test SU '13	26	74.6 *	7.8
Freshman Class Pre-Test FA '13	420	63.4	16.1
Overall	**520**	**65.0**	**16.2**

Collaboration Across Cultures

| Group	Sample Size	Score Mean	Score Std. Dev.
Control Group (Speech Class) Pre-Test SU '13	35	59.9	16.6
Control Group (Speech Class) Post-Test SU '13	11	67.4	20.1
Study Abroad Pre-Test SU '13	28	70.5 **	10.6
Study Abroad Post-Test SU '13	26	78.9 ***	11.0
Freshman Class Pre-Test FA '13	420	60.5	14.9
Overall	**520**	**62.0**	**15.5**

n≥10 for t-Test Analysis (one-tail t-Test): † = p<0.10; * = p<0.05; ** = p<0.01; *** = p<0.001

Appendix C: NSSE Analysis and Supporting Data

Individual relevant questions plotted from 2001–2012 as follows:

NSSE Section	NSSE Question	NSSE Code
Academic, Intellectual, and Social Experiences	Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments.	DIVCLASS
	Had serious conversations with students of a different race or ethnicity other than your own.	DIVRSTUD
	Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values.	DIFFSTUD
Educational and Personal Growth	Understanding people of other racial and ethnic backgrounds.	GNDIVERS
Institutional Emphasis	Encouraging contact among students from different economic, social, and racial or ethnic backgrounds.	ENVDIVRS
Enriching Educational Experiences	Foreign language coursework	FORLANG
	Study abroad	STUDYABR
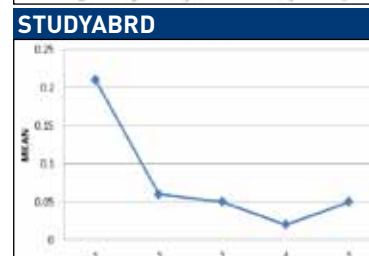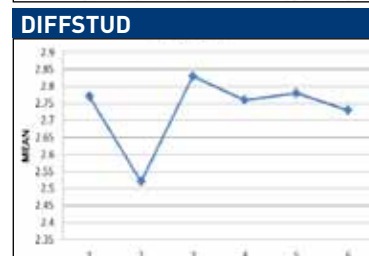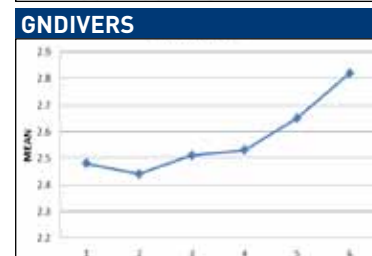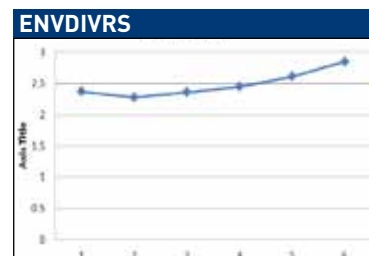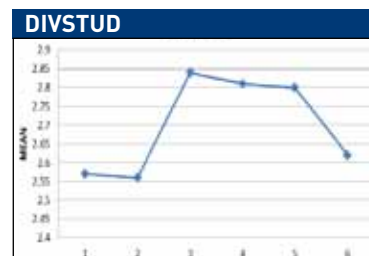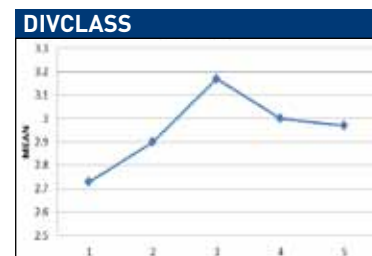
Appendix D: Inventory of Global Events and Activities SAMPLE

Event/Activity	Month	Sponsor/ Organization
ACE (Active Cultural Exchange)	Fall	Counseling Center
African American History Month	February	Diversity and Cultural Affairs
American Democracy Project	January-December	Department of Health & Human Performance; Provost Office; Dean, College of Ed./Human Svcs.
Annual International Festival	Tentative	College of Arts, Humanities and Social Sciences
Calle Cinco Carnaval (Cinco de Mayo Celebration)	May	Hispanic Outreach and Student Programs, Hispanic Student Association (HSA)
Caribbean Night	Spring	Hosted by Morris Recreation Center (MRC) and Caribbean Student Association
Chinese New Year	Spring	MRC, Chinese Student Association, and Korean Student Association
Cinco De Mayo	May	Diversity and Cultural Affairs
Dia de los Muertos Festival	November	Hispanic Outreach and Student Programs, Hispanic Student Association, Fusion Dance Crew (student organization)
Diversity Forum	October	Hispanic Outreach and Student Programs, Diversity and Cultural Affairs
Diwali Night	November	Indian Students Association (ISA)
Ganesh Festival	September	ISA
Global Business Etiquette Dinner	October	Career Development
Hispanic Film Showcase	Fall	College of Arts, Humanities and Social Sciences
Hispanic Heritage Month	Sep. 15 – Oct. 15	Hispanic Outreach and Student Programs
Holi Fest	Spring	MRC and ISA
International Coffee Hour	November	International Student Services
Jungwoo Yang	August	Korean Student Association
Korean Thanksgiving Holiday (Chuseok)	October	Korean Student Association
Loy Krathong Festival 2011	November	Thai Student Association
Minority In America (MIA)	September	Hispanic Outreach and Student Programs
Multicultural Festival	April	International Student Services and Association of International Students
Nepali Night	April	Nepali Students Association
Net Olé	March	English Department
Salsa Night	Fall	MRC, Campus Recreation, HSA
The Saudi National Day	September	Saudi Student Association
Traditional International Foods: Featured Country of the Month	Third week of each month (Tentative)	Twin Oaks Farm (Agricultural Department) and International Student Organizations
Intl. Student Welcome Party	September	ISA
World AIDS Day	November	Diversity and Cultural Affairs

Appendix E: Global Scholar ePortfolio SAMPLE

| Courses | **Course:** ECO 267 World Economics
Reflection: I found this module informative and motivating and I believe that my knowledge and skills have increased after I attended it and done my assignment. My knowledge of marketing has been significantly expanded as a result of attending classes, to include global approach to the marketing issues. In fact, I found out that the practice of marketing for businesses has become much more complicated due to the influence of globalization to it. I updated my knowledge in such areas of international marketing as the impact of global factors to company management decision-making, strategies of choosing and entering new markets, developing new products for international markets, the characteristics of marketing research for international markets, international marketing mix elements etc. |
| | **Course:** COB 111 Freshman Success
Reflection: I found this module informative and motivating and I believe that my knowledge and skills have increased after I attended it and done my assignment. My knowledge of marketing has been significantly expanded as a result of attending classes, to include global approach to the marketing issues. In fact, I found out that the practice of marketing for businesses has become much more complicated due to the influence of globalization to it. I updated my knowledge in such areas of international marketing as the impact of global factors to company management decision-making, strategies of choosing and entering new markets, developing new products for international markets, the characteristics of marketing research for international markets, international marketing mix elements etc |
| | **Course:** MKT 315 G Global Markets
Reflection: I found this module informative and motivating and I believe that my knowledge and skills have increased after I attended it and done my assignment. My knowledge of marketing has been significantly expanded as a result of attending classes, to include global approach to the marketing issues. In fact, I found out that the practice of marketing for businesses has become much more complicated due to the influence of globalization to it. I updated my knowledge in such areas of international marketing as the impact of global factors to company management decision-making, strategies of choosing and entering new markets, developing new products for international markets, the characteristics of marketing research for international markets, international marketing mix elements etc |

Documents

| File Name | Global Competency Aptitude Ass... |
| URL | https://dmd6oetz83kk2.cloudfron... |
| Description | The GCAA® is the only instrume... worldwide.

To thoroughly assess both the Int... GCAA® is comprised of four disti... the GCAA® as each of the eight... styles of questions, and varying... the world, with particular emphas... and economy. |

| File Name | Holi Fest |
| URL | https://dmd6oetz83kk2.cloudfron... |

| File Name | Multicultural Festival |
| URL | https://dmd6oetz83kk2.cloudfron... |

| File Name | Multicultural Festival |
| URL | https://dmd6oetz83kk2.cloudfron... |

| File Name | Holi Fest |
| URL | https://dmd6oetz83kk2.cloudfron... |

GLOBAL SCHOLAR

natalia.assis@tamuc.edu
· http://my.orgsync.com/globalscholar

About Me

Currently in her first year at Texas A&M University-Commerce. She is pursuing an Bachelor of Arts and anticipates graduating in May 2017. Over the past two summers, GLOBAL SCHOLAR has had the opportunity to gain experience in the Art industry through internships with Barton Malow Company. During the summer of 2011, he was part of the Sports Group on Penn State's Beaver Stadium Renovation Project in University Park, PA. This included a project engineer responsibilities and closeout items. Most recently, during the summer of 2012, GLOBAL SCHOLAR was part of the Wind Group on the Thumb Wind Farm Project in Bad Axe, MI. On this $60M renewable energy project, GLOBAL FELLOW had responsibilities of a field engineer performing Quality Control inspections. Both of these projects yield valuable experience in both the field and the office and provide for future growth.

Recognition   High School Honor Graduate   05/01/14

Interests   Activities: Painting

Involvement

Caribbean Night   04/01/13 - 04/01/13

| Description | The International Student Services Office and the international students at A&M-Commerce organize this festival to educate the campus and community on the world and its cultures. A&M-Commerce currently enrolls over 1,000 international students representing over 50 countries. |
| Reflection | The Multicultural Festival at A&M-Commerce is the only place in Hunt County, Texas that you can experience international culture, food and entertainment from around the world all at one time. I updated my knowledge in such areas of international marketing as the impact of global factors to company management decision-making, strategies of choosing and entering new markets, developing new products for international markets, the characteristics of marketing research for international markets, international marketing mix elements etc |

Multicultural Festival   04/01/13 - 04/01/13

| Description | The International Student Services Office and the international students at A&M-Commerce organize this festival to educate the campus and community on the world and its cultures. A&M-Commerce currently enrolls over 1,000 international students representing over 50 countries. |
| Reflection | The Multicultural Festival at A&M-Commerce is the only place in Hunt County, Texas that you can experience international culture, food and entertainment from around the world all at one time. I updated my knowledge in such areas of international marketing as the impact of global factors to company management decision-making, strategies of choosing and entering new markets, developing new products for international markets, the characteristics of marketing research for international markets, international marketing mix elements etc. |

Holi Fest   03/01/13 - 03/01/13

| Description | The International Student Services Office and the international students at A&M-Commerce organize this festival to educate the campus and community on the world and its cultures. A&M-Commerce currently enrolls over 1,000 international students representing over 50 countries. |
| Reflection | The Holi Fest at A&M-Commerce is the only place in Hunt County, Texas that you can experience international culture, food and entertainment from around the world all at one time. I updated my knowledge in such areas of international marketing as the impact of global factors to company management decision-making, strategies of choosing and entering new markets, developing new products for international markets, the characteristics of marketing research for international markets, international marketing mix elements etc. |

Academics

Texas A&M University - Commerce   05/01/14 - Present
http://www.tamuc.edu/default.aspx

| Degree | Bachelor of Arts |
| Overall GPA | 4.00 |

Appendix F: Global Competence Aptitude Assessment Partial Sample Report

Reading Your GCAA® Profile

Your GCAA® results are displayed in a profile, which consists of scores for overall Internal Readiness and overall External Readiness. Each scale has a numeric value between 0 and 100. Individuals who earn the "High Aptitude" rating for both Internal Readiness and External Readiness are considered "globally competent."

Internal Readiness

62

Your score indicates that you have a presently **Underdeveloped Aptitude** for the Internal Readiness dimensions of global competence. Your cross-cultural outlook has yet to be fully realized to support global competence at this time. With personal growth, further developed self-awareness, cross-cultural maturation, and broader exposure to a variety of circumstances, you have the potential to become significantly more successful in diverse cultural and social situations in the future.

External Readiness

55

Your score indicates that you have a presently **Underdeveloped Aptitude** for the External Readiness dimensions of global competence. With concerted additional preparation, you may have the potential to become an effective, skilled contributor in the global workforce. Based on your score, you are just beginning to gain the appropriate skills and abilities for global competence. You are not yet fully equipped to handle intercultural circumstances as they relate to personal and professional endeavors. However, if you further expand your cross-cultural navigational skills and general world knowledge, you have the opportunity to greatly improve your success rate in both personal and professional endeavors.

Your score signifies that you currently have a limited readiness for undertaking jobs or experiences that include significant and challenging worldwide exposure. Additionally you are not yet prepared to effectively serve in business, social, or educational capacities outside your own culture. However, you can significantly improve your probability of thriving in the global workforce, as desired and recommended. By utilizing appropriate resources and gaining further knowledge and experiences, you could dramatically increase your capabilities and your potential to succeed in global and cross-cultural assignments.

Following are the detailed findings of your GCAA® profile. The overall readiness scores are presented again along with the scores and interpretation for each of their associated specific readiness dimensions.

Self-Awareness

76

You may have a fairly refined sense of self-awareness, and are frequently able to accurately evaluate and see yourself as others see you. With these abilities, you are often successful when interacting within and outside familiar surroundings.

Risk Taking

52

You are likely quite uncomfortable in taking risks when exploring the unfamiliar. You probably do not yet recognize that success may require several attempts and potential failures along the way, and that to achieve a desired goal, much could be gained when moving beyond the status quo. Oftentimes you may be hesitant to express innovative ideas out of concern with their perceived acceptance. Stretching yourself beyond your current comfort zone through new and different experiences, and gaining confidence to tactfully share your innovative thoughts with others can add to your personal and career growth.

Open-Mindedness

49

You are not likely to search for and/or engage with a wide variety of information. You would benefit from spending more time in your daily life seeking new information on a variety of topics and from a multitude of sources. You should increase your exposure to a variety of culturally, linguistically or thought-provoking stimuli in an open and direct fashion before drawing conclusions. Increasing your curiosity to learn and expanding your perspectives will greatly enhance your global outlook.

Attentiveness to Diversity

71

You have an emerging ability to recognize that varying backgrounds, experiences, and points of view contribute greatly to breadth of understanding and success. You may see diversity as a uniting factor, and you frequently consider unfamiliar situations or cross-cultural interactions as opportunities to gain new knowledge and understanding.

You often, and with positive intent, attempt to understand the social and behavioral norms of others. You have an emerging ability to discern both pronounced and more subtle cultural idiosyncrasies (customs, norms, and mores). In addition, you are reasonably skilled in your ability to recognize nuances between relatively similar cultures. Increasing your sensitivity and respectfulness can positively support your approach to diversity among people and situations.

Globally competent individuals have **Self-Awareness** and **Risk Taking** tendencies, **Open-Mindedness**, and **Attentiveness to Diversity**. These **Internal Readiness** aptitudes provide strong foundation for personal growth, integrity, and potential accomplishment in a variety of situations.

Overall External Readiness

55

Historical Perspective

33

You likely have a limited foundational understanding of world history. You may not yet recognize how historical factors have played major roles in the establishment of national boundaries, transnational alliances, trade, global governance, and in the spread of language and religion, as well as in other areas of society. Acquiring such knowledge can greatly improve your overall understanding and effectiveness in international situations. As history is the basis of culture, learning more about major global historical events can provide the framework to better understand people from varied cultural backgrounds and their diverse perspectives.

Global Awareness

73

You likely have a moderate awareness about the growing interconnectedness of the world. You tend to generally understand the intricacies of nations and region's geographies, languages, religions, currencies, cultures, and other associated details. You may recognize how occurrences in one geographic sector may lead to reverberations regionally or globally.

Intercultural Capability

59

You likely have not yet developed the ability to purposefully fine tune your style or approach when encountering circumstances outside your own cultural norms. Your cross-cultural interactions would improve greatly if you were to more regularly adjust your behavior in order to be open and flexible to other cultures. You would benefit by regularly empathizing with the cultural needs of others, then responding with greater consideration and respect towards those sensitivities by adjusting your approach as necessary. Developing this skill over time will improve your relations with people of diverse backgrounds and foster positive interactions.

Collaboration Across Cultures

53

It is not likely that you are presently communicating and interacting effectively with people from diverse backgrounds, possibly due to a limited understanding of various cultures, societal norms and expectations. Additionally, since you are not as prone to gather input from a variety of perspectives and consciously consider how your actions may affect the team dynamic, it is challenging to bridge cultural differences. When you use an inclusive approach with regularity, you will elevate others' perceptions of you, which increases their present and future interest in deepening relationships, providing personal assistance, and partnering on projects. Such actions will dramatically improve your cross-cultural effectiveness.

Globally competent individuals have a **Historical Perspective, Global Awareness, Intercultural Capability,** and engage in **Collaboration Across Cultures**. These External Readiness aptitudes provide the basis for potential accomplishment in a variety of crosscultural situations.

Appendix G: Global Course Inventory

Updated Fall 2013

BUSINESS & ENTREPRENEURSHIP
Accounting
ACCT 311 Financial Statement Analysis for Global Entrepreneurship
ACCT 531 International Accounting
Applied Arts and Sciences
BAAS 355 Dynamic Organization
BAAS 409 Global Technology & Society
BAAS 444 Strategies for Decision Making
BGS 401 Ceaseless Industrial Globalization
Business Administration & MIS
BA 420 International Business
Economics & Finance
ECO 2301 Principles of Macro Economics
ECO 428 International Trade and Finance
FIN 471 International Business Finance
Marketing and Management
MGT 305 Management & Organizational Behavior
MGT 307 Operations Management
MGT 439 Business Strategy
MKT 436 Marketing Research
MKT 467 Global Consumer Behavior
MGT 527 Strategic Management
MGT 590 Global Competitiveness
MK 521 Marketing Management
MKT 586 International Marketing

EDUCATION & HUMAN SERVICES
Curriculum and Instruction
ELED/SED 200 Schools in a Global Society
BLED 401 Foundations of Bilingual/ESL Education
BLED 501 Theoretical Foundations of Bilingual/ESL (English as a Second Language) Education
RDG 448 Characteristics of English Language Learners
Educational Leadership
EDUC 402 Global Communication
EDUC 405 Global Fluency
EDUC 514 Generational Issues in Global Education
EDUC 525 Human Resources in Global e-Learning
HIED 528 Philosophy of Education
HIED 655 Issues in Higher Education
Health & Human Performance
HHPH 660 Global Health
HHPH 385 Current Issues in Health
Nursing Department
NURS 3313 Nurse as Therapeutic Communicator
Psychology, Counseling, & Special Education
PSY310 Psychology and Sociology of Diverse Populations
PSY 527 Social and Cultural Bases of Behavior

Social Work
SWK 340 Global Perspectives of Human Welfare
SWK 597 Social Work in Costa Rica

HUMANITIES, SOCIAL SCIENCES & ARTS
Art
ART 306 History of Ancient Art
ART 318 History of Medieval Art
ART 334 Topics in Renaissance Art
ART 336 Topics in Baroque Art
ART 338 Topics in Non-Western Art
ART 407 History of Graphic Design
ART 436 Women and ART
ART 438 History of Architecture
PHO 379 Survey of Photographic History (will change to ART 379 in 2014)
ART 1301 Art, Tech, & Civilization
ART 1303 History of Art I
ART 1304 History of Art II
ART 404 Contemporary Issues
History
HIST 265 A World Divided: Global
HIST 305 World History: Origins through the Seventeenth Century
HIST 305 World History: Origins through the Seventeenth Century
HIST 306 The Emergence of the Modern World
Literature & Languages
PHIL 1301 Introduction to Philosophy
PHIL 331 History of Philosophy
SPA 131 Elementary Spanish I
SPA 132 Elementary Spanish II
SPA 231 Intermediate Spanish I
SPA 232 Intermediate Spanish II
SPA 331 Spanish Conversation for Oral Proficiency
SPA 333 Spanish for Heritage Speakers I
SPA 543 Spanish Sociolinguistics
Mass Media, Communication & Theater
SPC 318 Small Group Communication
SPC 408 Intercultural Communication
THE 1310 Introduction to the Theatre
THE 211 Oral Interpretation
THE 311 Readers Theatre
Music
MUS 100C Chorale
MUS 100P Percussion Ensemble
MUS 110 Music Lit
MUS 100W Wind Ensemble
MUS 321 Instruments in Elementary Music
MUS 323 Music History I
MUS 324 Music History II
MUS 450 Music & Movt for Child I
MUS 465 Music & Movt Child II
MUS 1314 World Music

Political Science

PSCI 333 Non-European Politics

PSCI 332 Democracy and Democratization

PSCI 342 Intro to Global Public Policy

PSCI 410 Political Theory I

PSCI 411 Political Theory II

PSCI 412 Political Theory III

PSCI 415 Intro to Comparative Politics

PSCI 437 Foreign Policy

PSCI 438 International Relations

PSCI 488 Contemporary Ideas

PSCI 497 Topic depending (Holocaust, Comparative Genocide, etc.)

PSCI 503 Proseminar in Comparative Politics

PSCI 504 Seminar in Area Studies (Middle East, Latin America, Southeast Asia, etc.)

PSCI 505 Topics in Comparative Politics

PSCI 506 Proseminar in International Relations

PSCI 507 Topics in International Relations

PSCI 508 Foreign Policy

PSCI 516 The Holocaust

PSCI 515 Selected Topics on the Holocaust

PSCI 522 The Holocaust and other Genocides

PSCI 514 Ideology of the Third Reich

PSCI 589 Argentina Politics & Society

Sociology & Criminal Justice

Anthropology 2351 World Cultures: Perspectives from Anthropology

Sociology 1301 Introduction to Sociology

Sociology 1306 Social Problems

Sociology 335 Global Issues

SCIENCE, ENGINEERING & AGRICULTURE

Agricultural Sciences

AEC 435 Ag Policy

AG 392 Applied Ethics: U.S. & World

Biological & Environmental Sciences

ENVS 104 Natural Disasters

BSC 304 Genetics

BSC 517 Stem Cell Biology

Chemistry

Chem 401 Chemical Science and Profession

Computer Science and Information Systems

CSCI 251 Intro to Info Security, Law, Ethics, & Applied Cryptography

Engineering & Technology

TMGT 351 Managing Cultural Differences

Mathematics

MATH 1324 Mathematics for Business Applications

MATH 380 Mathematics History

MATH 426 History of Mathematics

MATH 580 Topics from the History of Mathematics

Physics & Astronomy

ASTR 260 Astronomy

IS 451 Historical Development of Great Ideas in Science

Appendix H: Global Scholar Application

Global Scholar Status will be awarded upon completion and documentation of a wide range of activities (courses, events, optional: travel) at the discretion of the standing committee of Global Fellows.

Goal of the Global Scholar Program: Create distinction and recognition among students for engagement in specialized instruction (global courses) and experiences (global events and travel).

Desired outcome: Increase students' global competency (knowledge, skills, and engagement).

Learning Outcomes:

1. **Learning Outcome 1:** Students will be able to demonstrate *knowledge* of the interconnectedness of global dynamics (issues, processes, trends, and systems).
2. **Learning Outcome 2:** Students will be able to *apply* knowledge of the interconnectedness of global dynamics.
3. **Learning Outcome 3:** Students will be able to view themselves as *engaged* citizens within an interconnected and diverse world.

Share your story: Please present a complete account of the global learning experiences that qualify you as a Global Scholar. Responses should be detailed, true, and persuasive. Attach supplemental supporting documentation in your ePortfolio! For example, all courses designated as a global course should be clearly identified, a syllabus could be uploaded, and a detailed reflection should be provided.

1. Name of Applicant: _____
2. Campus Wide ID #: _____
3. Major Area of Study: _____
4. Anticipated Graduation Date: _____
5. Email Address: _____
6. In the space provided below describe how you have become prepared to engage within an interconnected and diverse world:

7. Please make sure supporting evidence for the category entries above (e.g., course syllabi, event links, photos, reflections, research publications or conferences, etc.) are entered into your ePortfolio. **Provide the link to your ePortfolio here:**

_____

8. Check all that apply to your experience while at TAMUC. Documented evidence to support your experience must be included in the ePortfolio:

GLOBAL CATEGORY	MINIMUM REQUIREMENTS	CHECK ALL THAT ARE COMPLETE
GCAA ASSESSMENT	Global Competency Aptitude Assessment PDF	
Global Courses	AT LEAST 1 CORE GLOBAL COURSE	
Global Events	AT LEAST 2 EVENTS PER SEMESTER	
Global Travel	OPTIONAL Must be TAMUC approved travel	
Global Research	OPTIONAL Must have letter from adviser	

Appendix I: Global Scholar Application Rubric

Global Scholar Rubric

Global Scholar Status will be awarded upon completion and documentation of a wide range of activities (courses, events, optional: travel) at the discretion of the standing committee of Global Fellows.

Goal of the Global Scholar Program: Create distinction and recognition among students for engagement in specialized instruction (global courses) and experiences (global events and travel).

Desired outcome: Increase students' global competency (knowledge, skills, and engagement).

Learning Outcomes:

1. **Learning Outcome 1:** Students will be able to demonstrate *knowledge* of the interconnectedness of global dynamics (issues, processes, trends, and systems).
2. **Learning Outcome 2:** Students will be able to *apply* knowledge of the interconnectedness of global dynamics.
3. **Learning Outcome 3:** Students will be able to view themselves as *engaged* citizens within an interconnected and diverse world.

REVIEW OF APPLICATION/ePORTFOLIO:

CATEGORY	INADEQUATE	ADEQUATE	COMMENDABLE	EXEMPLARY
Fields Entry on Application	Missing or incomplete	All completed	X	X
Story in Application	Missing or incomplete	Limited, or some, evidence of adequate achievement of learning outcomes. May be vague or shallow. Communicates thinking process on a limited basis.	Evidence of commendable achievement of learning outcomes. Clearly communicates thinking process. Complete account of global learning experience (detailed and persuasive).	Evidence of exemplary achievement of learning outcomes. Clearly communicates originality in thinking process. Exemplary account of global learning experience (detailed and persuasive).
Global Courses	Missing or incomplete	1 core global course listed with reflection.	As least 2 global courses with reflections.	At least 3 global courses with reflections.
Global Events	Missing or incomplete	2 events per semester with reflections.	3 events per semester with reflections.	4 events per semester with reflections.
Global Travel	X	X	Participation in any TAMUC approved travel or study abroad (example: short trip)	Participation in any TAMUC approved travel or study abroad (example: long trip)
Reflections	Missing or incomplete	Vague and shallow	Clearly indicate learning outcomes	Articulates connections among experiences. Clearly indicates learning outcomes.
Global Research	X	X	Active participation in global research (example: posters)	Active participation in global research (example: thesis)
Other Global Entries	X	X	Additional entries	Additional entries

Global Fellow Committee Comments:

Recommendation:

Appendix J: Global Fellow Program Alignment with SLOs

The Global Fellow Program has been created to both directly, and indirectly, impact SLOs:

Student Learning Outcome	Global Fellow – Supportive Components
Learning Outcome 1: Students will be able to demonstrate *knowledge* of the interconnectedness of global dynamics (issues, processes, trends, and systems).	*Global Courses: Develop and/or Teach (must clearly state LO and assessment of LO in syllabus) *Global Events: Plan, sponsor, organize, attend campus events; utilize events as teaching opportunities to increase students' global knowledge. *Global Travel: Plan, sponsor, organize, attend global travel; utilize travel as teaching opportunities to increase students' global knowledge. *Global Research: Involve students in global research (papers, projects, theses) and conference presentations to increase students' global knowledge.
Learning Outcome 2: Students will be able to *apply* knowledge of the interconnectedness of global dynamics.	*Global Courses: Develop and/or Teach (must clearly state LO and assessment of LO in syllabus) *Global Events: Plan, sponsor, organize, attend campus events; utilize events as teaching opportunities to increase students' application of global knowledge. *Global Travel: Plan, sponsor, organize, attend global travel; utilize travel as teaching opportunities to increase students' application of global knowledge. *Global Research: Involve students in global research (papers, projects, theses) and conference presentations to increase students' application of global knowledge.
Learning Outcome 3: Students will be able to view themselves as *engaged* citizens within an interconnected and diverse world.	*Global Courses: Develop and/or Teach (must clearly state LO and assessment of LO in syllabus) *Global Events: Plan, sponsor, organize, attend campus events; utilize events as opportunities to increase students' global engagement. *Global Travel: Plan, sponsor, organize, attend global travel; utilize travel as opportunities to increase students' global engagement. *Global Research: Involve students in global research (papers, projects, theses) and conference presentations to increase students' global engagement.

Appendix K: Global Fellow Application

1. Name of applicant: _____
2. Department: _____
3. Email address: _____
4. In the space provide, please describe how you have supported the QEP topic: The Global Imperative – Preparing Students for an Interconnected World:

```
[blank box]
```

5. Please make sure supporting evidence for the category entries above (e.g., course syllabi, event links, research publications or conferences, continuing education) are entered into your ePortfolio. **Provide the link to your ePortfolio here:**

_____

6. Check all that apply:

GLOBAL CATEGORY	ACTIVITIES	CHECK ALL THAT APPLY	POINTS	Min for GF 25 points	Min for DGF (50 points)
Global Courses	Develop a new global course (1 LO)		2		
	Develop a new global course (2 LO's)		4		
	Develop a new global course (3 LO's)		6	6 points (teach)	12 points (teach)
	Teach a global course (1 LO)		2		
	Teach a global course (2 LO's)		4		
	Teach a global course (3 LO's)		6		
	Bringing in global colleagues to speak in classes		6		
Global Events	Plan, sponsor, organize a colloquium, conference, and/or event with global theme		6	4 points (events)	8 points (events)
	Attend on campus global event		1 per event		
	Bringing in global colleagues to assist with events		6		
	Events outside of campus are considered personal/professional development				
Global Travel	Plan, sponsor, organize global travel for students				
	Inside US		6		
	Outside US		10	Optional	Optional
	Travel with students				
	Inside US (2 points per travel day)		Varies		
	Outside US (4 points per travel day)		Varies		
	Teaching abroad		12		
Global Research	Involve students in global research (papers, projects, theses)		10	10 (research)	20 (research)
	Involving students in global research conference presentations		10		
Personal and Professional Development	Activities that better prepare faculty/staff to: LO 1: deliver global content to students, LO 2: encourage application of students' global knowledge, and/or LO 3: encourage students to view themselves as global citizens.			5 points (p/p development)	10 points (p/p development)
	For example,				
	Collaborative international research centered on global dynamics		5		
	Collaborative interdisciplinary research centered on global dynamics		5		
	Participation in international conferences centered on global dynamics		5		
	Publications centered on global dynamics		5		
	Attending, participating in, sponsoring, or organizing Global Events outside campus		5		
	Rosetta Stone language training		5		
	Fluency in multiple languages		5		
	Continuing Ed in any globally related area		5		
Other	Please list any other globally relevant contributions you have made at TAMUC or the community				

Appendix L: Global Fellow Application Rubric

The Global Fellowship status (GF and DGF) can be achieved by documentation of the following activities (with allocated points noted for each):

GLOBAL CATEGORY	ACTIVITIES	POINTS	Min for GF 25 points	Min for DGF (50 points)
Global Courses	Develop a new global course (1 LO)	2		
	Develop a new global course (2 LO's)	4		
	Develop a new global course (3 LO's)	6	6 points (teach)	12 points (teach)
	Teach a global course (1 LO)	2		
	Teach a global course (2 LO's)	4		
	Teach a global course (3 LO's)	6		
	Bringing in global colleagues to speak in classes	6		
Global Events	Plan, sponsor, organize a colloquium, conference, and/or event with global theme	6	4 points (events)	8 points (events)
	Attend on campus global event	1 per event		
	Bringing in global colleagues to assist with events	6		
	Events outside of campus are considered personal/professional development			
Global Travel	Plan, sponsor, organize global travel for students			
	Inside US	6		
	Outside US	10	OPTIONAL	OPTIONAL
	Travel with students			
	Inside US (2 points per travel day)	Varies		
	Outside US (4 points per travel day)	Varies		
	Teaching abroad	12		
Global Research	Involve students in global research (papers, projects, theses)	10	10 (research)	20 (research)
	Involving students in global research conference presentations	10		
Personal and Professional Development	Activities that better prepare faculty/staff to: LO 1: deliver global knowledge content to students, LO 2: encourage application of students' global knowledge, and/or LO 3: encourage students to view themselves as global citizens.		5 (p/p development)	10 (p/p development)
	For example, Collaborative international research centered on global dynamics	5		
	Collaborative interdisciplinary research centered on global dynamics	5		
	Participation in international conferences centered on global dynamics	5		
	Publications centered on global dynamics	5		
	Attending, participating in, sponsoring, or organizing Global Events outside campus	5		
	Rosetta Stone language training	5		
	Fluency in multiple languages	5		
	Continuing Ed in any globally related area	5		

Appendix M: Global Fellow ePortfolio SAMPLE

File Name	Multicultural Festival
URL	https://dmd6oetz83kk2.cloudfront.net/2075363-x2n9-8616844904_db325c64eb_z.jpg

File Name	Multicultural Festival
URL	https://dmd6oetz83kk2.cloudfront.net/2075363-vtzl-8616036775_d8be647366_z.jpg

File Name	Global Competency Aptitude Assessment Report
URL	https://dmd6oetz83kk2.cloudfront.net/2075363-28rr-QEPGlobal_20Competence_20Aptitude_20Assessment.docx
Description	The GCAA® is the only instrument that measures all dimensions of global competence, as reported in refereed journals worldwi...

File Name	Teachin...
URL	https://d...

Description	French

Caribbean Night 04/01/13 - 04/01/13

Description: The International Student Services Office and the international students at A&M-Commerce organize this festival to educate the campus and community on the world and its cultures. A&M-Commerce currently enrolls over 1,000 international students representing over 50 countries.

Reflection: The Caribbean Night at A&M-Commerce is the only place in Hunt County, Texas that you can experience international culture, food and entertainment from around the world all at one time. I updated my knowledge in such areas of international marketing as the impact of global factors to company management decision-making, strategies of choosing and entering... for internatio...

Academics

Instructor at Texas A&M University - Co...
http://www.tamuc.edu/default.aspx

Courses	Course: MK... Reflection: after I attend attending cla businesses I updated m decision-ma characteristi
	Course: CO... Reflection: after I attend attending cla businesses I updated m decision-ma characteristi
	Course: EC... Reflection: after I attend attending cla businesses I updated m decision-ma characteristi

My Doctoral School

Degree	P.hD
Major	Global Studi...

Employment

Texas A&M University-Commerce
http://www.tamuc.edu/default.aspx
Professor

Teaching
Documents

File Name	Holi Fest
URL	https://dmd6

File Name	Holi Fest
URL	https://dmd6

GLOBAL FELLOW
shondagibson@hotmail.com
· http://my.orgsync.com/globalfellow

About Me

A senior fellow and deputy director for the Global Economy and Development program. Formerly a chief economist in the East Asia and Pacific Region of the World Bank, GLOBAL FELLOW currently studies policies and trends influencing developing countries, including aid to poor countries, the emergence of a middle class, the food crisis and global governance and the G20. His most recent co-authored books are After the Spring: Economic Transitions in the Arab World (Oxford University Press, 2012) and Catalyzing Development: A New Vision for Aid (Brookings Press, 2011).

Areas of Expertise
- Corporate America
- Global Research
- Global Teaching
- Global Travel
- Recruiting
- Spanish

Recognition Excellence in Teaching Award 12/01/12

Interests Activities: Painting, Traveling

Involvement

Multicultural Festival (Sponsor) 04/01/13 - 04/01/13

Description: The International Student Services Office and the international students at A&M-Commerce organize this festival to educate the campus and community on the world and its cultures. A&M-Commerce currently enrolls over 1,000 international students representing over 50 countries.

Reflection: The Multicultural Festival at A&M-Commerce is the only place in Hunt County, Texas that you can experience international culture, food and entertainment from around the world all at one time. I updated my knowledge in such areas of international marketing as the impact of global factors to company management decision-making, strategies of choosing and entering new markets, developing new products for international markets, the characteristics of marketing research for international markets, international marketing mix elements etc.

Holi Fest 03/01/13 - 03/01/13

Description: The International Student Services Office and the international students at A&M-Commerce organize this festival to educate the campus and community on the world and its cultures. A&M-Commerce currently enrolls over 1,000 international students representing over 50 countries.

Reflection: The Holi Fest at A&M-Commerce is the only place in Hunt County, Texas that you can experience international culture, food and entertainment from around the world all at one time. I updated my knowledge in such areas of international marketing as the impact of global factors to company management decision-making, strategies of choosing and entering new markets, developing new products for international markets, the characteristics of marketing research for international markets, international marketing mix elements etc.

Diversity trip to New York 04/01/13 - 04/01/13

Description: Took students on a trip to New York to explore the city's diversity. New York is the most populous city in the United States and the center of the New York Metropolitan Area, one of the most populous urban agglomerations in the world. The city is referred to as New York City or the City of New York to distinguish it from the State of New York, of which it is a part. A global power city, New York exerts a significant impact upon commerce, finance, media, art, fashion, research, technology, education, and entertainment. The home of the United Nations Headquarters, New York is an important center for international diplomacy and has been described as the cultural capital of the world.

Reflection: The culture of New York City is reflected by the city's size and variety. Many American cultural movements first emerged in the city. The city of New York is an important center for music, film, theater, dance and visual art. Artists have been drawn into the city by opportunity, as the city government funds the arts with a larger annual budget than the National Endowment for the Arts, and New York is a major center of the global art market which grew up along with national and international media centers.

International Academy of Business and Public Administration Disciplines annual conference (Poster) 04/01/13 - 04/01/13

Description: Gibson, S. A., & Reysen, S. (2013, April). Representations of Global Citizenship in a School Environment. Accepted for presentation by S. Gibson at International Academy of Business and Public Administration Disciplines annual conference, Dallas, TX.

Rosetta Stone Language Training 04/01/10 - 04/01/11

Appendix N: Global Fellow Program Internal Support Funding

Budget Items	Description	Justification/Rationalization	Planning Year Summer/Fall 13/Spring 14
Internal Funding Support	Global Course Development	2 per college (4) and (1) non-academic units per year at max of $2000 ($500 background research, $500 development, $500 assessments, $500 execution)	$ -
	Global Travel	2 per college (4) and (1) non-academic units per year at max of $2000	$ -
	Global Research	2 per college (4) and (1) non-academic units per year at max of $2000 - reimbursement of travel expenses	$ -
	Global Event Development	2 per college (4) and (1) non-academic units per year at max of $2000	$ -
			$ -

QEP PROJECT COSTS

Year 1 Fall 14/Sp 15	Year 2 Fall 15/Sp 16	Year 3 Fall 16/Sp 17	Year 4 Fall 17/Sp18	Year 5 Fall 18/Sp19	GRAND TOTALS
$20,000	$20,000	$20,000	$20,000	$20,000	$ 100,000.00
$20,000	$20,000	$20,000	$20,000	$20,000	$ 100,000.00
$10,000	$20,000	$20,000	$20,000	$20,000	$ 90,000.00
$10,000	$5,000	$5,000	$5,000	$5,000	$ 30,000.00
$60,000	$65,000	$65,000	$65,000	$65,000	$320,000

INTERNAL SUPPORT FUNDING GUIDELINES

In order to support and promote the Texas A&M University-Commerce QEP: *Preparing Students for an Interconnected World*, the university is investing in faculty and staff by providing funding for 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. Funding is fully contingent upon the **DIRECT** impact on student learning outcomes. All funding applications must clearly describe how students will be **DIRECTLY** involved. Additionally, funding applications must clearly describe how the request meets the overall objective of the QEP: *Preparing Students for an Interconnected World*. **A maximum of two awards per year in each area** (global course development, global travel, global research, and global event development) for **each college**, and **one award per year in each area for non-academic units**, will be made available according to the following funding schedule:

Global Course Development: Maximum funding per application $2000 ($500 background research, $500 course development, $500 assessment, $500 execution and delivery).

Global Travel: Maximum funding per application $2000. Must have pre-approval before travel, and provide all relevant reimbursement documentation. Additionally, must coordinate with International Study Abroad if travel is outside of the US.

Global Research: Maximum of $2000. Must have pre-approval before travel, and provide all relevant reimbursement documentation. Additional funding is available (up to $500 each for 3 students) for students global research travel.

Global Event Development: Maximum of $2000.

APPLICATION MATERIAL

The application must include:

a. **A cover sheet** identifying the Global Fellow, department and college of primary appointment. The cover sheet must be signed by the department head, if applicable, and the relevant dean (or equivalent).

b. **An abstract** that summarizes the project, its expected outcomes, how students are involved, and how it meets the overall objective of the QEP. The abstract must not exceed 250 words.

c. **Full description** of the project: describe the project and its importance (Limit: 7 pages).

d. A detailed budget with justification (including a timeline for spending the funds).

e. A full and current **curriculum vitae or resume, along with ePortfolio link to Global Fellow information.**

f. *IRB approval if research is involved.*

FINAL REPORT

Support funding recipients are required to submit a final report that explicitly describes the outcome of the funded project for which the funds were awarded. The report is due to the QEP Director within 90 days of the approved end date. Additionally, recipients of QEP Internal Support Funding are required to attend and present an overview of the funded project at the QEP annual banquet.

SUBMISSION

Applications should be submitted at least eight weeks prior to the anticipated project start. A decision will be made within that time period.

Appendix O: QEP Global Course Specifications

Global Course Criteria

A Texas A&M University-Commerce Global Course must meet the following requirements to be included in the Global Scholars and Global Fellow Programs for the Quality Enhancement Plan (QEP):

The **overall goal** of the course is to *Prepare Students For An Interconnected World*.

The **objectives** of the course are in keeping with **at least one** of the three student learning outcomes of the QEP:

• **Learning Outcome 1:** Students will be able to demonstrate **knowledge** of the interconnectedness of global dynamics (issues, processes, trends, and systems).

• **Learning Outcome 2:** Students will be able to **apply** knowledge of the interconnectedness of global dynamics.

• **Learning Outcome 3:** Students will be able to view themselves as **engaged** citizens within an interconnected and diverse world.

The **syllabus** clearly states **at least one** of the three student learning outcomes.

The course includes a **comprehensive assessment plan** for the global learning outcome(s).

At least one **instructor-graded artifact** with a passing grade of 70% or higher, is required to be inserted into the ePortfolio by the student.

The **Department Head** will submit the Global Course criteria form to the QEP Committee for review and approval.

Once approved, the QEP Committee will submit the Global Course to the Registrar to be designated with **"G" (Global) suffix** in the course catalog and schedule of classes.

Please check off all items as completed, and return this form to the QEP Committee for review and approval. Email to: **QEP.Committee@TAMUC.edu**

Department Head signature: _____Date: _____

QEP Committee Comments: _____Date: _____

Appendix P: Annual QEP Assessment Report

**Texas A&M University-Commerce
Annual QEP Assessment Report**

Date:

Completion of form by QEP Director:

> *Attach all relevant data and reports.*
>
> *Submit to President's Advisory Council.*

Overall answer three key questions:

1. Have the programs been successful?
   Include all relevant data and reports.

2. What can we do to improve the programs?
   Include both qualitative and quantitative reports.

3. Is continuation or expansion of the programs justified?
   Include information related to contributing factors and analyze their impact.

Provide:

A. Program purpose statement.

B. Evidence-supported description of how the programs are congruent to the mission of the university.

C. Discussion of any external developments or trends that have impacted or could impact the programs.

D. Discussion of the strengths of the programs.

E. Discussion of the challenges of the programs.

F. Discussion of the weaknesses/deficiencies of the programs.

G. Specific recommendations for improvements over the upcoming year.

H. Comments on any other aspects considered relevant to this review.

Appendix Q: QEP Budget Totals

QEP Budget Totals

Budget Area	Planning Year Summer/Fall 13/Spring 14	Year 1 Fall 14/Spring 15	Year 2 Fall 15/Spring 16
MARKETING TOTAL	$ 32,175.00	$ 16,450.00	$ -
GENERAL QEP TOTAL	$ 135,707.00	$ 128,672.00	$ 113,668.52
GLOBAL SCHOLARS TOTAL	$ 7,750.00	$ 11,490.00	$ 11,490.00
GLOBAL FELLOWS TOTAL	$ -	$ 60,544.00	$ 65,544.00
QEP PROJECT COSTS GRAND TOTAL	$ 175,632.00	$ 217,156.00	$ 190,702.52

QEP Budget Totals

Budget Area	Year 3 Fall 16/Spring 17	Year 4 Fall 17/Spring 18	Year 5 Fall 18/Spring 19
MARKETING TOTAL	$ -	$ -	$ -
GENERAL QEP TOTAL	$ 117,804.32	$ 122,518.78	$ 125,313.28
GLOBAL SCHOLARS TOTAL	$ 227,514.00	$ 227,514.00	$ 227,514.00
GLOBAL FELLOWS TOTAL	$ 65,544.00	$ 65,544.00	$ 65,544.00
QEP PROJECT COSTS GRAND TOTAL	$ 410,862.32	$ 415,576.78	$ 418,371.28

QEP Budget Totals

Budget Area	GRAND TOTALS	PERCENT OF TOTAL
MARKETING TOTAL	$ 48,625.00	3%
GENERAL QEP TOTAL	$ 743,683.90	41%
GLOBAL SCHOLARS TOTAL	$ 721,022.00	39%
GLOBAL FELLOWS TOTAL	$ 322,720.00	18%
QEP PROJECT COSTS GRAND TOTAL	$ 1,836,050.90	100%