



Texas A&M University-Commerce

Quality Enhancement Plan Annual Report

Cycle Year 2016-2017



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Dear Colleagues,

The third year of the Quality Enhancement Plan (QEP), Preparing Students for an Interconnected World, at Texas A&M University-Commerce has demonstrated that solid planning, clear procedures and a critical mass of faculty & staff support have produced tangible results and the introduction of exciting new programs in the past year.

Most notably, the QEP named its first batch of 26 Global Scholars among our students who have shown consistent global-related coursework and activities in their undergraduate careers. We also awarded travel scholarships to five of these students, who accompanied study abroad courses to Australia, Ukraine and France & England. Additionally, the committee named the first cohort of Distinguished Global Fellows among faculty and staff who have shown exemplary involvement in the QEP mission at the university. As in years past, the QEP continued to support global activities on our campus; administered hundreds of GCAA Assessments to our incoming freshmen and graduating seniors; monitored global courses being offered; and solicited membership as a Global Fellow. Internal funding opportunities were made available for five Global Fellows to further their research and teaching in ways that directly benefitted student learning. This year, the QEP was able to see to fruition a number of the major awards and recognitions for students, faculty and staff that have only been in the planning stages in previous years.

I would like to acknowledge the continued commitment of our university leadership to the mission of the QEP, along with supportive efforts provided by the QEP Committee, Mentors and Team Members. The QEP has been benefitted greatly by the appointment of a new Director, who oversees and coordinates the multifaceted branches of the QEP. We are in an excellent position to see the growth of these existing programs and initiatives as we move into year four. The QEP continues to impact nearly all students, faculty and staff at our university, providing a unique set of shared experiences that offset our institution as exemplary. We thank you for your continued support and contributions to the success of the QEP and our accomplishments in the 2016-2017 Cycle Year.

Sincerely,

Yvonne Villanueva-Russell

Faculty Chair, QEP

Associate Dean, College of Humanities, Social Sciences and Arts

QEP Executive Summary

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

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

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

Contributors

Dr. Shonda Gibson

Associate Provost for Institutional Effectiveness

Jennifer Hudson

Director of Regents Scholars Program and Quality Enhancement Plan

Dr. Yvonne Villanueva-Russell

*Assistant Dean of Honors College
QEP Committee Chair*

Olatundun Modile

Graduate Research Assistant for Quality Enhancement Plan

Courtney Stanford

Graduate Research Assistant Quality Enhancement Plan

Dr. Dan Su

Director of Institutional Research

Objectives of the QEP

The QEP proposed intentional structures and processes to enhance and improve students' global competence through two programs: the Global Scholar Program and the Global Fellow Program. These two programs work in conjunction to improve students' knowledge of global dynamics, their ability to apply that knowledge, as well as the understanding of their role as engaged citizens within an interconnected and diverse world. The original objectives were created under the previous 2010-2015 University Strategic Plan. However, as mentioned in the previous annual report, the QEP influenced the creation of the sixth guiding principle, Globalization, of the 2015-2020 Strategic Plan.

The overarching goal of the QEP, however, remains unchanged and focuses on three specific student learning outcomes (SLOs). The measurement of these learning outcomes resides in the results of the Global Competence Aptitude Assessment (GCAA) completed by incoming freshman, graduating seniors and students who participate in study abroad.



University Strategic Plans

At the beginning of the Fall 2016 semester, A&M-Commerce's entered the second year of the university's new 2015-2020 Strategic Plan. The continued commitment to preparing students for an interconnected world is demonstrated by the incorporation of the QEP goals and student learning outcomes in the sixth guiding principle of the university's Strategic Plan, Globalization. The QEP Team tracked and assessed the goals and strategies of the new strategic plan, as related to the QEP, through the QEP Annual Reports. The new strategic plan is measured by the indirect and direct assessments outlined in the QEP Annual Reports. The following graphic is a visual representations of the goals, outcomes and strategies the QEP is responsible for measuring in the 2015-2020 university strategic plan along. Results are shared throughout the document.

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



Global Scholar Program

The primary 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). Incoming first-time, full-time freshman (FTFT) students were introduced to the program through the Freshman Success Seminar (FSS) beginning in Fall 2014. The components of the Global Scholar Program include:

ePortfolio: During the FSS course, all students set up an electronic portfolio (ePortfolio) designed to document involvement in global instruction and activities as well as home specific artifacts and reflections from global courses. Access to the ePortfolio tool is available even after graduation.

Global Competence Aptitude

Assessment: Students in FSS were required to complete the Global Competence Aptitude Assessment (GCAA) by the third week of the term, which serves as a baseline for entry-level global competence prior to exposure to global event and instruction. Students upload results report to the ePortfolio. Ideally, the students include a prompted reflection but with limited class time, most students do not. The GCAA is also completed by FTFT students from the 2014-2017 cohorts at graduation as well as by study abroad students prior to and after travel.

Global Courses: Students interested in applying for Global Scholar status must

complete two global courses. Global courses are offered in every academic college and are identified in the course catalog and on the schedule of classes with the “GBL” or “GLB” prefix. The prefix also shows on students’ unofficial and official transcripts from the university.

Global Events and Travel: Students are continuously encouraged to attend events that are global in nature and log attendance in their ePortfolio along with a personal reflection. In 2016-2017 the university launched a co-curricular transcript, “Pawprint,” which assists student in tracking their involvement. Along with a swipe card system, attendance at campus events now automatically populates in a student’s account making it easier to remember details of an event.

Although travel is an optional consideration for Global Scholar status, it is encouraged. Any global travel must be logged into the ePortfolio, along with a reflection and pre and post GCAA results.

Selection as a Global Scholar: In fall 2016 the QEP department, along with faculty, staff and administrators, began outreaching to eligible students regarding Global Scholar distinction. The eligible group included those who were part of the first-time, full-time freshman cohort from fall 2014 and spring 2015 who met the following requirements:

Completed the GCAA as part of their Freshman Success Seminar, starting the third year at the university at junior standing (60 hrs), had an overall grade point average (GPA) of a 3.0 or higher (on a 4.0 scale) and had taken two global courses and attended 2 global events.

Of the FTFT cohort members enrolled for fall 2016, 278 students were eligible to apply based on the GPA and hour completion. After discussion among the QEP team, the eligibility pool was expanded to include those students with 48 completed hours, anticipating that currently enrolled students would reach junior status (60 completed hours) by the end of the term.

The outreach campaign for this group included emails, social media postings, and messages through our student involvement system (ManeSync). The QEP team hosted three separate ePortfolio help sessions for students to ask questions and make updates to their ePortfolios in an instructional environment. Additionally, students applying were also asked to submit an essay explaining “how you have become prepared to engage within an interconnected and diverse world” as well as indicate if they wished their application to be considered for a travel award.

With this outreach, the QEP received 34 applications through the ManeSync portal. After the application closed, the student ePortfolio and reflection essay was sent to a team of reviewers comprised of Global Fellows (faculty and staff) as well as QEP leadership team members. From the 34 applications, 27 were determined by the review committee to be eligible for Global Scholar status award. Of those students selected 9 were offered travel awards.

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

Traveling Global Scholars: Upon application to the Global Scholars program, students were asked if the application should be considered for a travel award. As part of the incentive to take the GCAA in freshman year, the QEP advertised students would be eligible to receive up to \$5,000 in award funding which could be used for international or domestic university-sponsored travel. From the application pool, 9 students were selected by the QEP Committee to receive a travel award.

At the start of the 2017 semester, the QEP department worked closely with the university's Global Program's Office to make the travel-eligible students aware of domestic and international studies opportunities through the university. After consulting traveling faculty, students were sent a brief survey with all travel opportunities which included important dates, trip cost, course theme and location. Students indicated a preference for a trip then were put in touch with a faculty trip sponsor. All nine students were connected with a travel opportunity and the QEP expended \$43,000 in awards to cover the trip charges in total.



Map showing locations of 9 traveling Global Scholars for summer 2017

Global Scholar Reflections



GLOBAL SCHOLAR

"Traveling is one of the best things you can ever do. It takes you out of your comfort zone and allows you to experience cultures and places that you have only ever read about or seen on television/the internet."

Joseph Fischer
Senior, Biology

GLOBAL SCHOLAR

"I feel truly prepared to interact in this interconnected world because I have already experienced the strings that tie cultures together and unite us into one beautiful creation on the loom of history."

Jordan Parchesky
Senior, English



GLOBAL SCHOLAR

"My experiences at this university have helped me to become easily adaptable, more accepting of other cultures, and more aware of the diversity in the world. I feel as though I am prepared to not only study more cultures by traveling abroad but to address and promote diversity here at home as well."

Megan Nordin
Senior, Social Work

GLOBAL SCHOLAR

"Traveling makes you challenge your views, in a way you didn't think it would. This is important because as a person who is part of an interconnected world, we should strive to do so."

Cristina Loera
Senior, Social Work



GLOBAL SCHOLAR

"It's made me more grateful than ever for the opportunities I've been afforded. Nobody else can experience traveling abroad for me. I had to go and do it myself, and I found bravery and adventure within myself I didn't know were there."

Chloe McCombs
Senior, Psychology

GLOBAL SCHOLAR

"Travel has opened a stronger sense of value for others' culture as well as my own. I have grown to appreciate the relationships that I create with others and respect their viewpoints. Traveling abroad this summer has influenced my desire to learn French, appreciate history as an experience of humankind, and live intentionally in a world full of diversity."

Abigail Pioquinto
Senior, Music Performance





Global Fellow Program

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

ePortfolio: All faculty and staff seeking to be recognized as a Global Fellow are required to create and maintain an ePortfolio. The ePortfolio set-up follows the same method as the Global Scholars Program.

Global Courses: Through the Global Fellow Program, faculty members are encouraged to provide global courses in respective departments which address one or more of the QEP student learning outcomes.

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

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

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

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

Selection as a Global Fellow: Applications for status as a Global Fellow are available every spring semester, and are accepted upon completion of at least one year of documented activity. Based on participation and documentation, faculty members and staff are selected and awarded status as a Global Fellow. Additionally, all Global Fellows were eligible to apply for internal support funding for assistance with global courses, travel, research and events. All Global Fellows receiving internal support funding are expected to share their experience.

Global Learner Recognition

While two rounds of Global Fellow Status were awarded to designated faculty and staff, QEP Committee members throughout year two expressed a desire to engage students not captured by the QEP including transfer, sophomore, junior, seniors and graduate students. In the Spring 2016 semester, the idea of a Global Learner Recognition was therefore discussed. The goal of Global Learner Recognition is to encourage student engagement in global activities and to enable distinction and recognition among students for engagement in global activities. As a mirror distinction of the Global Scholar program, interested students will upload evidence of their participation in global activities, events, research courses, and travel which will be reviewed by Global Fellows and the QEP Committee against a rubric. To be considered for Global Learning Recognition, applicants must enter all relevant information into their ePortfolio and completely fill out the online application. Benefits of becoming a Global Learner include, certificate of completion, special sash/stole at graduation, personalized letters of recommendation, and opportunity to share global experiences with other students. The Global Learning Recognition application will open in September 2017. The implementation and initial recipients will be discussed in the fourth QEP Annual Report.



Changes

Year Three proceeded as anticipated with no major changes to the QEP objectives or to the existing programs within it. The 2016-2017 academic year focused on rolling out the Global Scholar application, review and award process which required the efforts of the QEP, advising and student affairs staff, Global Fellow faculty members and the Global Programs Office. An essential element was developing and implementing the processes which allowed the Global Scholars recognition to be possible. Without these combined efforts, the task would have been incredibly difficult.

A major organizational change came in January 2017 with the dissolution of the Division of the Student Access and Success, which homed both the Department of Institutional Effectiveness and Research (IER) and the QEP. In this restructuring, the Department of Institutional Effectiveness and Research was moved to the new Associate Provost for Institutional Effectiveness, Dr. Shonda Gibson. With the full implementation of the Global Scholars Program, the decision was made to separate the QEP from the IER department and move it with the three other university honors distinction programs housed in the university's Honors College. The change reflects the effort to institutionalize the programs of the QEP by distinguishing them along with other premier university academic opportunities. As Dr. Gibson was the previous Director of the QEP, her role was transitioned to Jennifer Hudson, who coordinated one of the university Honor's programs which focused on globalization and leadership development. Jennifer took over as Director of the Regents Scholars Program and Quality Enhancement Plan in January 2017, assessing and documenting the QEP outcomes to the new Associate Provost of Academic Foundations, Dr. Ricky Dobbs. While the QEP now has a separate reporting structure from IER, the two departments continue to collaborate and share reporting as to accomplish mutual goals.

In the previous year, Dr. Villanueva-Russell served as the faculty Chair starting in summer 2016. The Chair remains an important position for the QEP committee as it serves as a faculty voice for the continued implementation of programs. Additionally, the faculty voice relays information pertinent to global courses and helps solicit evaluators for new Global Fellow and Global Scholar applicants.

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

team developed a quick form in Qualtrics to be used to collect the Global Course data at the end of each term. Feedback from the committee is that it greatly streamlines the reporting process.

Fall 2016 began with the new GCAA system which allowed for the automated deployment and management of the GCAA codes. This new feature allows student data to be easily traceable and organized. Students can now be grouped by trip and/or course. With this streamlined process, the QEP team is able to easily locate student GCAA results as well as compare data overtime. Additionally, we are able to craft distribution emails by group so the QEP message can be more effectively marketed.

Based on previous challenges and feedback received from the university community, updates were made to the GCAA sessions conducted in the Freshman Success Seminar (FSS). Namely, FSS instructors were provided with the necessary materials in advance, and then asked to take the lead with students in presenting information regarding the QEP and GCAA in their respective session. The results were mixed in regards to implementation. In most cases, instructors did take ownership of the information and the QEP committee member was only present for logistical support. In other situations, the instructor was perhaps not as prepared as they hoped and the QEP committee member led the session. Overall, the collaborative effort was viewed as successful and greatly contributed to an overall better understanding of the QEP's purpose and importance. Students responded well to this requirement and most sections had almost 100% completion rates.

Budgetary constraints were again notable in the operations as funding was allocated on an "as needed" basis. However, the QEP Team worked conscientiously with the resources available and still met the goals set in place for Year Three. In light of this conscientiousness, the QEP Team partnered with the Global Programs Office to host a global award banquet to recognize Global Scholars. Subsequent years of the QEP have limited funding held in an established QEP account. Additionally, funding was secured in 2015-2016 to award \$50,000 in travel funding support and faculty research directly related to the QEP's student learning outcomes. It is imperative to note that all modifications in organization and operations are approved and monitored by the Director of the Quality Enhancement Plan.

Two Areas of Assessment and Results

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

Direct Assessment of the QEP

Global Course Artifacts

One of the requirements in a Global Course and for distinction as a Global Scholar is that students upload at least one graded, global artifact into their ePortfolio. Faculty members are asked to report the average grade of the artifact for each course section. The overall average grade of the global artifacts was utilized as a summative assessment of learning in relation to the QEP at the program level. Artifacts uploaded this past year included essays, media projects, journals, timelines, case studies, strategic audits, and photo board with an average grade of 74%. It is important to note that Global Courses are open to all graduate and undergraduate level students, regardless of direct involvement in the QEP. In an attempt to address the challenges encountered when collecting global course information from instructors in previous semesters, the QEP team utilized the suggestions offered in previous QEP meetings and improved the communication of the standards and requirements for the courses to maintain the global status to Deans, Department Heads, and, instructors. A minimum of three reminder emails are sent by the QEP Chair each semester: one in the beginning, one mid-semester and one by the end of the semester reminding instructors to submit the information needed for assessment/reporting purposes. Department Heads are encouraged to disseminate QEP course requirements to adjuncts, who may not have access to university email accounts early in the semester.

At the end of each semester, Global Course instructors are contacted by a QEP team member and asked for the following information to be input in a Qualtrics survey:

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

Even with the suggestions for improving the process so that more instructors would report their Global Course data, the QEP only achieved a 45% response rate in Fall 2016 and 38% in Spring 2017.

Global Competence Aptitude Assessment (GCAA)

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

2016-2017 FTFT Data:

Global Competence Aptitude Assessment - Student®					
Freshmen Overall Group Scores					
Texas A&M University - Commerce Fall 2016 & Spring 2017 FTFT GCAA Report					
Internal Readiness		Pre-Test(Fall 2016)		Pre-Test(Spring 2017)	
		n	Mean	n	Mean
Overall Internal Readiness	Overall	915	69	26	67
Self-Awareness		915	72	26	70
Risk Taking		915	69	26	67
Open-Mindedness		915	69	26	68
Attentiveness to Diversity		915	67	26	66
External Readiness		Pre-Test(Fall 2016)		Pre-Test(Spring 2017)	
		n	Mean	n	Mean
Overall External Readiness	Overall	915	54	26	48
Global Awareness		915	44	26	39
Historical Perspective		915	34	26	28
Intercultural Capability		915	67	26	59
Collaboration Across Cultures		915	66	26	64

Freshmen completing the GCAA Fall 2016/Spring 2017 show close to developing levels of global competency in their internal readiness. External readiness scores of these students show an underdeveloped average of global competency. No subcategory of external readiness presents a developed level of global competency. These averages are consistent with scores from previous years.

Internal readiness continues to see close or right at developing levels with Self-Awareness being the highest subcategory. External readiness continues to present itself as a strong area of improvement for incoming first-time/full-time freshmen students with Historical Perspective being the weakest subcategory.

2016-2017 Graduation Data:

The freshman data collected is compared with senior GCAA scores in order to assess the general impact of the QEP in students' global competence levels following exposure to global instruction and experiences throughout their college career and to reveal if the objectives of the program were met. Comparison will begin in the 2017-2018 Academic Year. However, in the 2016-2017 academic year, 28 students who started as FTFTs in Fall 2014/Spring 2015 graduated in 6 semesters. This group was used as a test group for conducting graduate GCAA's when the majority of the cohort begins graduating in Spring 2018.

Global Competence Aptitude Assessment					
Spring/Summer 2017 Graduate Overall Group Scores					
Texas A&M University - Commerce					
Internal Readiness		Pre-Test		Post-Test	
		n	Mean	n	Mean
Overall Internal Readiness	Overall	13	70	13	72
Self-Awareness		13	71	13	77
Risk Taking		13	69	13	72
Open-Mindedness		13	68	13	70
Attentiveness to Diversity		13	72	13	72
External Readiness		Pre-Test		Post-Test	
		n	Mean	n	Mean
Overall External Readiness	Overall	13	60	13	61
Global Awareness		13	46	13	50
Historical Perspective		13	48	13	48
Intercultural Capability		13	71	13	74
Collaboration Across Cultures		13	71	13	70

The table above represents a comparison of both pre and post GCAA test scores of (n=13) graduating students from our test group. Using to the GCAA model, an analysis of each assessment category (pre & post) is done with the aim to discover if the objectives of the QEP are being met following exposure of our students to global instruction and experiences. The average overall pre & post test score for internal readiness is 70 and 72 while the average overall pre and post test score for external readiness is 60 and 61 respectfully. Bearing in mind that developing global competence is a continuous process throughout one's life, we can see the slight improvement in this small group's pre & post global competence average scores.

These scores, all below the 80% benchmark of developed global competence, indicate underdeveloped levels of global competence from this group.

Generally, this group's lack of significant improvement can potentially be attributed to early graduation or possible lack of global courses or campus involvement. Students in this test group completed their degree at an accelerated pace, which could have an impact on graduation GCAA scores. This data will be compared against other students in the 2014 FTFT cohort when they reach the four year graduation mark in May 2018. Further exploration reveals the most developed areas seen in this group's post-test are in self-awareness (internal readiness) and intercultural capability (external readiness). Self-awareness, which is at the core of global competence, increased because these students benefitted from being exposed to surroundings that enabled them learn more about their personal strengths, identities and their fit by getting a higher degree, being exposed to diverse situations and being able to interact with other students on campus. However slight, it is noteworthy that the only decline in scores between the pre and post assessment is in collaboration across cultures. Although statistically insignificant, this may be explained by the absence of most of the students in this group from campus community due to the nature of their major- many were majors which required internships or significant activities off campus.



2016-2017 Travel Abroad Data

A range of researchers and practitioners, articulate that the importance of international experience in fostering global competence development should not be underestimated. As in the previous year, during the second year of implementation, the GCAA was used as a pre and post assessment measurement of global competence for students traveling abroad through all TAMUC sponsored programs: Regents Scholars, Sophomore Year Experience, First Year Leadership, and affiliated study abroad groups and programs. Supporting previous literature, analysis of students' GCAA pre and post travel results (Summer 2017) indicates significantly higher internal and external readiness scores after travelling internationally.

These results are accumulated annually to reveal if the QEP objective and the overall student learning outcomes are achieved.

Global Competence Aptitude Assessment - Student®

Study Abroad Overall Group Scores
Texas A&M University - Commerce, 2016-17

Internal Readiness

		Pre-Test		Post-Test	
		n	Mean	n	Mean
Overall Internal Readiness	SYE & RSP	37	74	25	76
	All 'Other Study Abroad'	74	76	66	78
	Overall	111	75	91	77
Self-Awareness	SYE & RSP	37	79	25	80
	All 'Other Study Abroad'	74	77	66	77
	Overall	111	78	91	78
Risk Taking	SYE & RSP	37	74	25	73
	All 'Other Study Abroad'	74	73	66	74
	Overall	111	73	91	74
Open-Mindedness	SYE & RSP	37	75	25	78
	All 'Other Study Abroad'	74	79	66	81
	Overall	111	78	91	80
Attentiveness to Diversity	SYE & RSP	37	71	25	74
	All 'Other Study Abroad'	74	75	66	78
	Overall	111	73	91	76

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

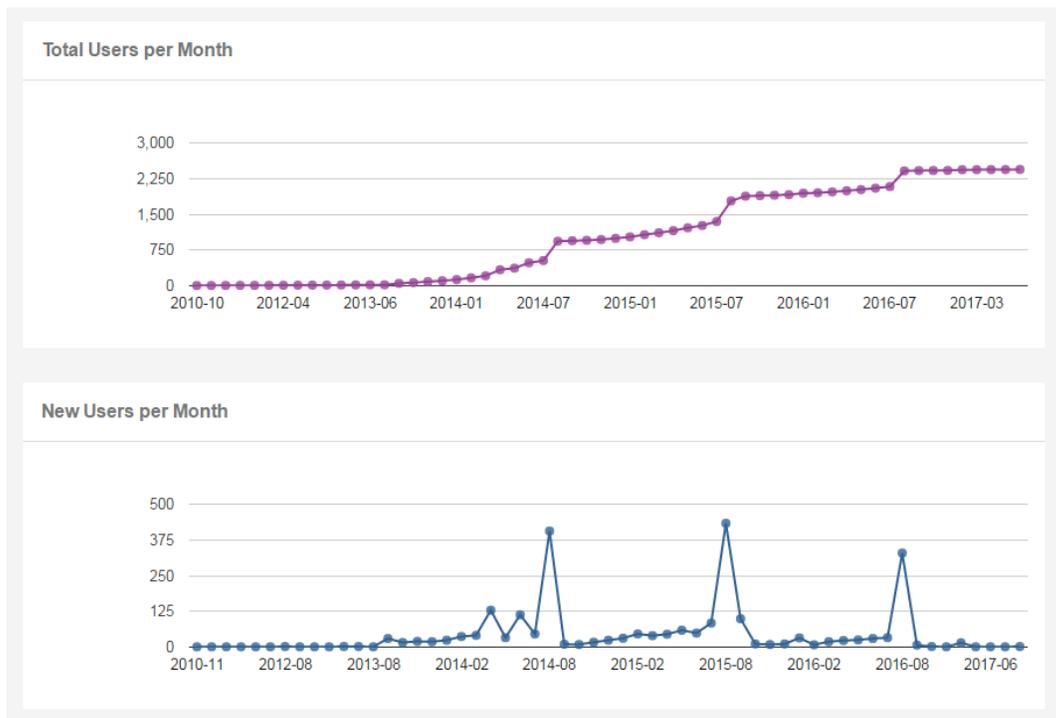
External Readiness

		Pre-Test		Post-Test	
		n	Mean	n	Mean
Overall External Readiness	SYE & RSP	37	66	25	68
	All 'Other Study Abroad'	74	63.0	66	66
	Overall	111	64.0	91	66
Global Awareness	SYE & RSP	37	56.0	25	55
	All 'Other Study Abroad'	74	51.0	66	55
	Overall	111	53.0	91	55
Historical Perspective	SYE & RSP	37	47.0	25	54
	All 'Other Study Abroad'	74	47.0	66	53
	Overall	111	47.0	91	52
Intercultural Capacity	SYE & RSP	37	80.0	25	81
	All 'Other Study Abroad'	74	76.0	66	77
	Overall	111	77.0	91	78
Collaboration Across Cultures	SYE & RSP	37	78.0	25	81
	All 'Other Study Abroad'	74	75.0	66	79
	Overall	111	76.0	91	80

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

ePortfolio

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



**19 Faculty Members and Staff Achieved
Global Fellow Status in 2016-2017**

Virgil Scott



Dr. Maryfrances Miller



Dr. Amy Corp



Global Fellows Row 1: *Ya-Ting “Tina” Yang, Brian Brumley and Elva Resendez*
Global Fellows Row 2: *Dr. Mario Hayek, Dr. Jiaming Sun, Dr Zhi Pei & Dr. Ruiliang Yan*

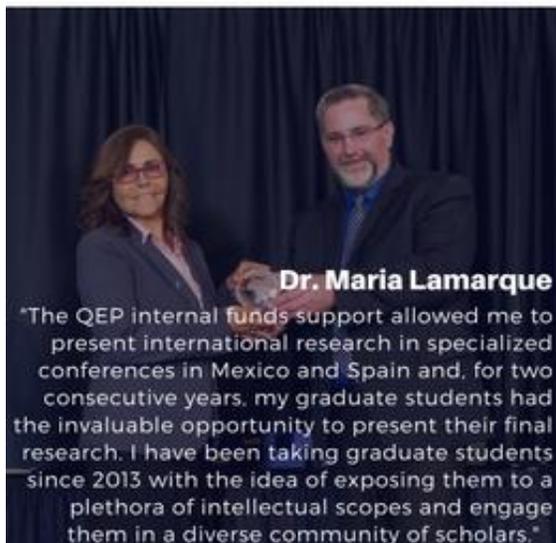
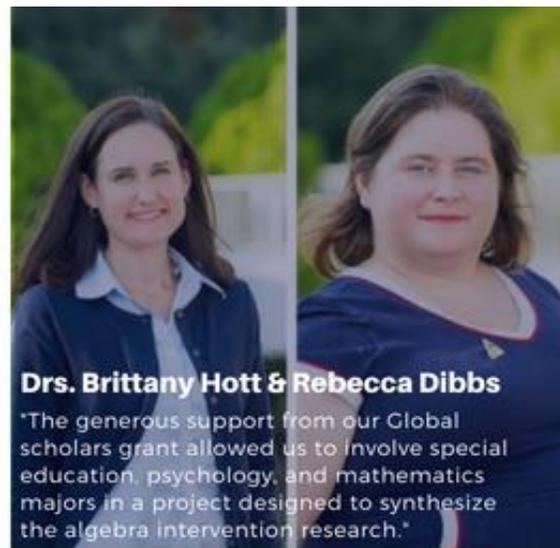
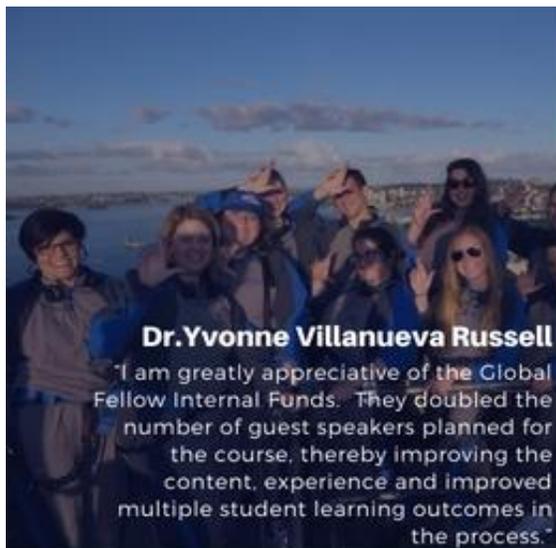
Global Fellows Not pictured: *Dr. Brittney Hott, Dr. Flavia Belpoliti, Dr. Johanna Delgado-Acevedo, Dr. Kimmera Pinkerton, Dr. Rebecca Dibbs, Dr. Martha Hurley, Dr. David Oualaalou, Angela Owens*

Funding of \$5000 internal support funding for Global Fellows

Global Fellows Funding

In order to support and promote the QEP, the department provides funding through an internal award competition. All faculty and staff who have earned status as a Global Fellow, under the QEP guidelines, are eligible to apply for internal support funding contingent upon the project having direct impact on students and meets the overall objective of the QEP: *Preparing Students for an Interconnected World*. Recipients of QEP Internal Support Funding are required to present an overview of the funded project and the results during at least one QEP Committee and Mentor meeting or other meetings as requested.

Global Fellows Funding – Thoughts from the Pride



Indirect Assessment of the QEP

Marketing Global Events

In 2016-2017 the QEP team marketed and promoted over 50 different campus events and activities. The theme or content of these events aligned with at least one of the QEP’s student learning outcomes although all were not global in nature. During monthly meetings, organizations and departments were encouraged to follow good marketing practices across campus and utilize the QEP marketing tagline logo in their marketing materials in a campus wide effort to encourage students, faculty members and staff to attend global events that will prepare them for an interconnected world. The QEP team also assists in the promotion of events through all media outlets including Mane Sync, Twitter, Instagram and Facebook.

The Spanish program at Texas A&M-Commerce presents

MAESTRO SOLER

The 2016 Hispanic Heritage Month

DON MIGUEL DE CERVANTES Y SAAVEDRA COMMEMORATION

Classical & Popular

Latin American guitar

Contemporary music; jazz, swing, bossa, be-bop and blues.

LECTURE: CERVANTES AND THE MUSIC
 Conferencia musicada
 Friday, October 7 at 10:30 a.m.
 BA (Business Administration)
 Auditorium, 109

MUSICAL RECITAL: HOMAGE TO CERVANTES
 Friday, October 7 at 7:30 p.m.
 Recital Hall, Music Building

HOSTED BY

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Preparing Students for an Interconnected World

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Preparing Students for an Interconnected World

The Office of Global Programs invites you to a

STUDENT STUDY ABROAD SHOWCASE

SEPT. 28, 2016 1:00 PM – 3:30 PM
 LEGACY A IN THE RAYBURN STUDENT CENTER

where students will share stories of their unique study abroad

Preparing Students for an Interconnected World

PAWPRINT COLLEGE CAREER CENTER

Add to our **Strings of Hope**

With your unique message of care, compassion, and love

Let those who struggle know

They are not alone & support and help are available

hope

Join the staff from the Counseling Center & Student Disability Resources and Services:
Wednesday, October 5th, 10am-2pm at the RSC Atrium

Write a note | Complete a Screening | Enter into our prize raffle

Global Course Evaluations

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

The following four questions were added to the course evaluation systems

Q16a This course better prepared me for an interconnected world.

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

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

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

Non-Global and Global Course Evaluation											
Course Type	Question #	Fall 2016		Spring 2017		Summer 1 2017		Summer 2 2017		Summer 10 Week 2017	
		N	Mean	N	Mean	N	Mean	N	Mean	N	Mean
Non-GLB	Q16a	21725	1.708	14201	1.597	1347	1.637	1546	1.616	777	1.546
	Q17a	21687	1.723	14169	1.753	1341	1.667	1547	1.646	779	1.548
	Q18a	21660	1.711	14151	1.743	1345	1.667	1545	1.637	776	1.558
	Q19a	21648	1.715	14139	1.749	1345	1.665	1546	1.635	778	1.564
	Average	21680	1.7143	14165	1.7105	1345	1.6590	1546	1.6332	778	1.5540
GLB	Q16a	1437	1.624	1627	1.64	150	1.54	83	1.843	15	2.533
	Q17a	1434	1.602	1627	1.624	151	1.54	83	1.819	15	2.600
	Q18a	1434	1.607	1621	1.619	150	1.616	82	1.841	15	2.733
	Q19a	1432	1.598	1627	1.607	152	1.579	83	1.795	15	2.867
	Average	1434	1.6078	1626	1.6225	151	1.5688	83	1.8248	15	2.6833

National Survey of Student Engagement

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

As A&M-Commerce participated in the 2014 NSSE Report and utilized results to conduct a normative analyses comparing the students' responses to those of students at high-performing colleges and universities. Results from the NSSE 2016 became available in Spring 2017.

For the purpose of the QEP, the "Academic Challenge" and "Learning with Peers" subsection was specifically studied as it included questions related to the goals of the QEP including "Reflective and Integrative Learning" and "Discussions with Diverse Others." Tables showing how TAMU-Commerce compared to peer and aspirational groups for both freshman and seniors are shown below.

For "Reflective and Integrative Learning," the first year students exceed the Peer Group and are within -.02 of the Aspirational Group which shows students are connecting with high-impact learning opportunities on our campus early in their academic career.

Academic Challenge: First-year students

Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *Reflective & Integrative Learning*, *Learning Strategies*, and *Quantitative Reasoning*. Below and on the next page are three views of your results alongside those of your comparison groups.

Mean Comparisons	A&M Commerce	Your first-year students compared with					
		Southwest Public		Peer Group		Aspirational Group	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	39.2	38.2	.07	37.4 *	.13	39.0	.02
Reflective & Integrative Learning	35.6	34.8	.06	35.3	.02	35.8	-.02
Learning Strategies	38.3	38.0	.02	38.1	.01	39.2	-.07
Quantitative Reasoning	28.7	28.5	.02	27.5	.07	28.9	-.01

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and *p* before rounding; **p* < .05, ***p* < .01, ****p* < .001 (2-tailed).

Academic Challenge: Seniors

Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *Reflective & Integrative Learning*, *Learning Strategies*, and *Quantitative Reasoning*. Below and on the next page are three views of your results alongside those of your comparison groups.

Mean Comparisons	A&M Commerce	Your seniors compared with					
		Southwest Public		Peer Group		Aspirational Group	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	41.1	40.4	.05	40.1	.07	40.4	.05
Reflective & Integrative Learning	39.3	37.5 **	.13	38.0 *	.10	38.1	.09
Learning Strategies	42.6	40.0 ***	.17	39.2 ***	.23	39.2 ***	.23
Quantitative Reasoning	31.5	30.1	.08	30.1	.08	31.6	-.01

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and *p* before rounding; **p* < .05, ***p* < .01, ****p* < .001 (2-tailed).

In relationship to “Learning with Peers” the first-year students at TAMUC in the 2016 NSSE exceed both the Peer and Aspirational Groups, specifically as it relates to “Discussions with Diverse Others.” Although not a measurable element of the NSSE, the connection can be made to the success of the QEP’s environment of promoting events, coursework, research and travel which connect students to each other to engage in meaningful discussion.

Learning with Peers: First-year students

Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions with Diverse Others*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	A&M Commerce Mean	Your first-year students compared with					
		Southwest Public		Peer Group		Aspirational Group	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	32.2	33.0	-.05	31.9	.03	34.3 *	-.15
Discussions with Diverse Others	42.3	40.7	.10	39.9 *	.15	41.8	.03

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and *p* before rounding; **p* < .05, ***p* < .01, ****p* < .001 (2-tailed).

Learning with Peers: Seniors

Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions with Diverse Others*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	A&M Commerce Mean	Your seniors compared with					
		Southwest Public		Peer Group		Aspirational Group	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	30.0	32.4 ***	-.16	33.0 ***	-.20	34.6 ***	-.32
Discussions with Diverse Others	41.0	42.1	-.06	40.4	.04	41.6	-.04

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and *p* before rounding; **p* < .05, ***p* < .01, ****p* < .001 (2-tailed).



Graduation Exit Survey (GES)

An ongoing graduation exit survey has been conducted at A&M-Commerce every semester since 2013. Survey results used to shape the creation of the QEP to measure student involvement and engagement revealed that the majority of students lack involvement and engagement at A&M-Commerce, with less than half of students reporting any level of participation in any type of co-curricular activities and events. Student aggregated responses to two specific questions were identified in the surveys from Spring 2013 to act as a baseline and compared through Spring 2017 to assess students' level of engagement.

Data is disaggregated between undergraduate and graduate students who graduated in Fall 2016, Spring 2017 and Summer 2017. It is important to note that although surveys were administered to all students who applied for graduation, completion of the survey is not required. The questions and proposed statements identified below will serve as this indirect assessment of the QEP going forward and as the new baseline in determining student success in reference to future QEP Annual Reports.

Number of Students Who Partially or Fully Completed the GES				
Classification	Semester	Number of Students Who Took the GES	Number of Who Applied for Graduation	Response Rate
Undergraduate	Fall 2016	446	732	61%
	Spring 2017	594	856	69%
	Summer 2017	184	280	66%
Graduate	Fall 2016	455	764	60.00%
	Spring 2017	497	743	67%
	Summer 2017	294	435	68%

First question asked and two statements proposed:

Q15- As a result of studying at A&M-Commerce, how much progress do you feel you have made in the following areas?

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

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

Undergraduate Graduation Exit Survey Question: As a result of studying at A&M-Commerce, how much progress do you feel you have made in the following areas?									
Semester	Question Category	Poor	Fair	Good	Very Good	Excellent	Total Responses	Mean	Percent of Good and Above
Fall 2016	Social Responsibility	7	24	105	148	135	419	3.91	93%
Spring 2017		5	22	129	179	206	541	4.03	95%
Summer 2017		2	4	55	51	62	174	3.96	97%
Fall 2016	Globalization and Cultural Diversity	7	32	113	138	129	419	3.84	91%
Spring 2017		12	41	140	162	186	541	3.87	90%
Summer 2017		2	10	59	45	58	174	3.84	93%

Graduate Graduation Exit Survey Question: As a result of studying at A&M-Commerce, how much progress do you feel you have made in the following areas?									
Semester	Question Category	Poor	Fair	Good	Very Good	Excellent	Total Responses	Mean	Percent of Good and Above
Fall 2016	Social Responsibility	6	21	99	146	145	417	3.97	94%
Spring 2017		8	22	126	134	172	462	3.95	94%
Summer 2017		7	24	105	148	135	419	3.91	93%
Fall 2016	Globalization and Cultural Diversity	7	24	94	150	142	417	3.95	93%
Spring 2017		13	25	129	144	151	462	3.85	92%
Summer 2017		7	32	113	138	129	419	3.84	91%

Second Question asked and four statements proposed

Q19- Please rate your agreement with the following statements regarding our interconnected world.

- Q1** Upon completion of my degree: I am prepared for an interconnected world.
- Q2** I have the ability/skill to apply the knowledge of the interconnectedness of global dynamics (issues, processes, trends and systems).
- Q3** I view myself as an engaged citizen within an interconnected and diverse world.
- Q4** I have the knowledge of the interconnectedness of global dynamics (issues, processes, trends and systems).

Undergraduate Graduation Exit Survey Question: Please rate your agreement with the following statements regarding our interconnected world.								
Semester	Question	SD	DA	A	SA	Total Responses	Mean	Percent of A and SA
Fall 2016	Q1	6	9	228	175	418	3.37	96%
	Q2	4	10	238	166	418	3.35	97%
	Q3	4	14	220	179	417	3.38	96%
	Q4	4	14	231	168	417	3.35	96%
Spring 2017	Q1	9	15	280	234	538	3.37	96%
	Q2	10	15	287	226	538	3.36	95%
	Q3	9	12	270	246	537	3.40	96%
	Q4	11	21	279	227	538	3.34	94%
Summer 2017	Q1	0	3	98	73	174	3.4	98%
	Q2	0	2	101	69	172	3.39	99%
	Q3	0	3	100	70	173	3.39	98%
	Q4	0	4	103	66	173	3.36	98%

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

Graduate Graduation Exit Survey Question: Please rate your agreement with the following statements regarding our interconnected world.								
Semester	Question	SD	DA	A	SA	Total Responses	Mean	Percent of A and SA
Fall 2015	Q1	4	8	204	200	416	3.44	97%
	Q2	4	13	210	189	416	3.40	96%
	Q3	4	13	195	202	414	3.44	96%
	Q4	4	11	218	183	416	3.39	96%
Spring 2016	Q1	4	11	243	200	458	3.4	97%
	Q2	6	14	241	198	459	3.37	96%
	Q3	6	13	233	204	456	3.39	96%
	Q4	4	15	243	197	459	3.38	96%
Summer 2016	Q1	1	9	123	139	272	3.47	96%
	Q2	1	13	131	127	272	3.41	95%
	Q3	1	8	114	148	271	3.51	97%
	Q4	1	13	129	129	272	3.42	95%

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

Placement Rates

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



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



Unanticipated Outcomes

Challenges

The third year of implementation was ultimately exciting and the opportunity to operationalize a key component of the QEP- the Global Scholar recognition. While the assessment and selection of the Global Scholar process was established, implementing was more difficult. Working between various facets of the university including the Financial Aid and Scholarship Office, the Global Programs Office and the Bursar's Office was required to award travel funds.

Additionally, with the tedious work of evaluating Global Scholar applications and working to connect students to travel opportunities, the Global Learner recognition was not rolled out as anticipated. While students were interested, many internal processes (rubrics, applications, review materials) needed to be established and vetted before recruiting students.

While the QEP marketed and promoted over 50 different campus events, the opportunity to label most as "Global Events" was missed. Despite the online marketing guide and an available logo, many promotional materials were created and published without the QEP brand. While we are still giving credit to students for the event, it is preferred the logo be used to identify and track Global Events. In 2017-2018 the QEP department will outreach to departments at the beginning of each term for potential events to prevent this in the future.

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

Reflection

The third year brought significant progress towards institutionalizing the goals of the Quality Enhancement Plan by recognizing students involved in the environment which makes global learning possible. The primary focus of the year was the application, evaluation and award of the Global Scholars who directly benefited from their engagement in global research, courses, events and activities. Overall, in light of budget cuts and many structural changes, the opportunities for global research, global courses, global events and activities, and student engagement continued.

Using the challenges faced in the second year as an opportunity for continuous improvement, a greater effort was channeled toward bringing the committee and mentors to a place where they feel committed and responsible for the success of the QEP. The year continued with regular monthly committee/mentor meetings, totally 3 each long semester. Members were expected to

stay informed and prioritize the goals of the QEP. Additionally, the QEP team made an effort to seek advice and suggestions from faculty and staff to reinforce the important role in the success of the QEP. This collaboration is crucial to the continuation of the QEP's ideas and the support and involvement of academic and professional departments.

The implementation of the Global Scholar program was cumbersome and not without a huge learning curve. As projected, only a limited group of students were eligible to apply for Global Scholar Status. Only students who participated in the GCAA in the Fall 2014 as first time-full time students and were classified as a Junior in the third year are eligible. Identifying these specific students and ensuring the message and rules are communicated clearly and effectively posed a major challenge.

Additionally, the low response rate of graduating students allowed the team to refine communication, seek feedback and better prepare for the large number of students from the FTFT 2014 cohort who will begin graduating in year four.

With a renewed commitment to communication among the QEP Committee and mentors, the QEP Team looks forward to welcoming the fourth year of the QEP, the second round of Global Scholar applicants and the inaugural class of Global Learners.

